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ABSTRACT

The 16-unit language and speech improvement handbook for kindergarten and first grade students contains an introductory section which includes a discussion of the child's developmental speech and language characteristics, a sound development chart, a speech and hearing language screening test, the Henja articulation test, and a general outline of daily goals and activities. The 16 teaching units are organized around speech sounds that are most likely to be defective (such as s, f, r and th) and include activities selected to achieve language goals (such as association of the sound with an animal or familiar object, listening for the sound in a story, using pictures which require children to discriminate between sounds, and games and fingerplays which necessitate utilization of the correct sound). Many instructional materials are provided within the handbook, including sketches, puppet patterns, and stories about Koko the Koala Bear and Sharon and the Seashell. An appendix lists supplementary materials such as books, activity kits, filmstrips, records, and picture cards. (LH)

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LANGUAGE AND SPEECH IMPROVEMENT FOR KINDERGARTEN AND FIRST GRADE

(A Supplementary Handbook)

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Department of Exceptional Child Education

Hillsborough County Public Schools

Tampa, Florida

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This handbook has been prepared by the Language and Speech Improvement staff of Exceptional Child Education of Hillsborough County to correlate with "The Child Speaks" by Dr. Margaret C. Byrne, Speech and Hearing Clinic, University of Kansas.

The units are organized around the speech sounds that are most likely to be defective, and the activities have been selected to achieve specific goals in relation to these sounds. The creative teacher will be able to supplement these ideas and will incorporate them in most of the other curricular offerings. The materials may be duplicated for classroom activities.

Special recognition is given to Dr. Jack Lamb, who saw the need for a Language and Speech Improvement program in the county and to Kay Morse, who worked with our staff as the handbook developed. Appreciation is expressed to the office of Exceptional Child Education, the Hillsborough County Speech Therapists, and the Media Center staff who helped prepare the handbook.

The cover and most of the sketches were drawn by Lisa Rodriquez. Most of the puppet patterns were designed and drawn by Virginia Rivers.

Roberta Cole
Esther Ervin
Doris Slade
Marsha Sutton

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A STATEMENT OF PHILOSOPHY

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Because the development and stabilization of standard patterns of oral communication are highly rewarded and cherished goals in our society, we must focus our attention early on how our children talk. Though only 10-20% of the Kindergarten and First Grade children will have sound speech errors, all of them need opportunities to modify their oral communication (listening-speaking) behavior.

Any lag in the avenues of learning which lead to the acquisition and usage of oral communication skills will have its effect on written communication skills (reading-writing). We need to approach the problem many times from the language development aspect - as it relates to the individual child. Thus, we center attention on the PROBLEM, the APPRAISAL, the APPROACH, and the MATERIALS which will build out failure and build in success, in order to enhance the educational needs of the child within his total langunge potential.

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SPEECH CHARACTERISTICS

I. Characteristics of the child's speech pattern as it is developing:

1. The child may be inconsistent. He may use sounds correctly in some words, and not in others.
2. He may substitute one sound for another.
3. He may omit sounds, particularly at the end of words.
4. He may distort sounds.
5. Usually he has the sounds of his language in <u>some</u> words by age 5.

II. The most common sound substitutions of children:

d for g
t for k
w, y, r, for l
w for r
f, t, voiceless <u>th</u> for s
v, d, voiced <u>th</u> for z
s for sh
p for f
b for v
t, sh, for ch
d, ch for j
d for voiced <u>th</u>
f for voiceless <u>th</u>

LANGUAGE CHARACTERISTICS

1. His grammar is telescopic at first; then he gradually learns to use the grammar correctly. By age 4 his grammar pattern is adult-like, but not as complex.

2. His oral vocabulary increases from a few meaningful words at age 18 months, to several thousand by age 5 years.

3. He understands much more language than he is able to use appropriately. This skill improves with maturation.

4. His inflectional patterns are similar to those in his environment.

5. The use of the innuendos of spoken speech is developed early by bright children.

6. Gestures appear early in a child's speaking career; stay with him but are usually modified as he gets older and mature.

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EARLIEST AGE AT WHICH 75% OF THE CHILDREN STUDIED PRODUCED EACH TESTED SOUND CORRECTLY

C. A. in Years	Consonants		
	Initial	Medial	Final
3	All vowels, dipthongs		
	m	m	m
	n	n	n
		ng	ng
	p	p	p
	t		t
	k	k	
	b	b	
	d	d	
	g	g	
	f	f	f
	h	h	
	w	w	
3.5		s	
		z	
			r
	y	y	
4			k
			b
			d
			g
	s		
	sh		sh
		v	
	j		
	r	r	
	l	l	
4.5			s
		sh	
	ch	ch	ch
5		j	
6		t	
	th(thumb)	th	th
	v		v
	th(this)		
			l
7		th(this)	th(this)
	z		z
		zh	zh
			j
8	Most 2 and 3 blend elements		

Information prepared from Table 22, p. 51 Certain Language Skills in Children, by Mildren Templin, 1957
January, 1969

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SPEECH AND LANGUAGE SCREENING TEST

1. Tells full name: Yes___ No___ Tells age: Yes___ No___

2. Picture story:

____Uses sentences

____Mainly or completely intelligible

____Voice quality adequate

____Fluent

3. Naming familiar objects and actions:

ball_____ house_____ tree_____

boy_____ fence_____ window_____

4. Identification of body parts:

chin_____ knee_____ elbow_____ ankle _____

see with_____ hear with_____ smell with_____ eat with_____

5. Following directions:

on_____ under_____ behind_____ in front of_____

Needs: Complete evaluation_____
Speech and Language Therapy Program_____
Hearing Test_____

Revised version of Test prepared by Lonsdale and published by JSHD, 33, p. 124 (1968).

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Name_____ Age_____ Date_____ Examiner_____

Listen carefully to each word. Put an X on the appropriate line in the first column if the word is CORRECT. Put an X on the appropriate line in the second column if the work is INCORRECT.

	Corr.	Incorr.		Corr.	Incorr.		Corr.	Incorr.
pig	___	_____	lion	___	_____	barn	___	_____
puppy	___	_____	cat	___	_____	car	___	_____
cup	___	_____	chicken	___	_____	chair	___	_____
boat	___	_____	book	___	_____	matches	___	_____
baby	___	_____	girl	___	_____	watch	___	_____
bib	___	_____	wagon	___	_____	jump rope	___	_____
monkey	___	_____	pig	___	_____	orange juice	___	_____
hammer	___	_____	fingers	___	_____	orange	___	_____
broom	___	_____	ring	___	_____	shoe	___	_____
house	___	_____	yellow	___	_____	dishes	___	_____
dog-house	___	_____	onion	___	_____	fish	___	_____
window	___	_____	fork	___	_____	this	___	_____
spiderweb	___	_____	telephone	___	_____	feather	___	_____
table	___	_____	knife	___	_____	thumb	___	_____
potato	___	_____	vacuum	___	_____	toothbrush	___	_____
coat	___	_____	television	___	_____	teeth	___	_____
dog	___	_____	stove	___	_____	sun	___	_____
ladder	___	_____	lamp	___	_____	pencil	___	_____
bed	___	_____	balloon	___	_____	bus	___	_____
nails	___	_____	ball	___	_____	zebra	___	_____
penny	___	_____	rabbit	___	_____	scissors	___	_____
						rubbers	___	_____

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GENERAL OUTLINE OF THE GOAL AND ACTIVITIES FOR EACH DAY OF THE WEEK

First Day — I. Introducing the sound

- A. Association of the sound with the name of an animal and/or a familiar object
- B. Words in which we find it
  1. Identification of children whose names begin with the sound
  2. Objects or animals that make the sound
  3. Colors or numbers with the sound
- C. General idea of how the sound is made

Second Day — II. Listening for the sound

- A. A story which stresses vocabulary that requires the sound of the week
- B. Opportunities for the children to produce the sound in isolation
- C. Questions based on the story or other activities that stress answers which utilize the sound of the week

Third Day — III. Discriminating between the new sound and other sounds

- A. Picture materials which require children to determine whether or not the sound of the week is present in specific words

Fourth Day — IV. Producing the correct sound in words

- A. Action games
- B. Stories
- C. Activities

Fifth Day — V. Sharing time - carry-over of correct sound production in Show and Tell Time.

- A. Utilization by the children of a key phrase which includes the sound of the week

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UNIT I SUGGESTIONS -- Sounds Around Us

1. Introduce Mr. Frog. If a frog puppet is not available, a large mounted picture of a frog may be used and attached to a ruler or a tongue depressor.

2. Make the listening ears for each child. This could be a class project.

3. Use the suggested listening records for the second lesson.

4. For lesson 4 of this unit, you might use the "Speech Helpers" page to supplement the discussion on speech (or "talk") helpers. Individual mirrors are also recommended for this lesson.

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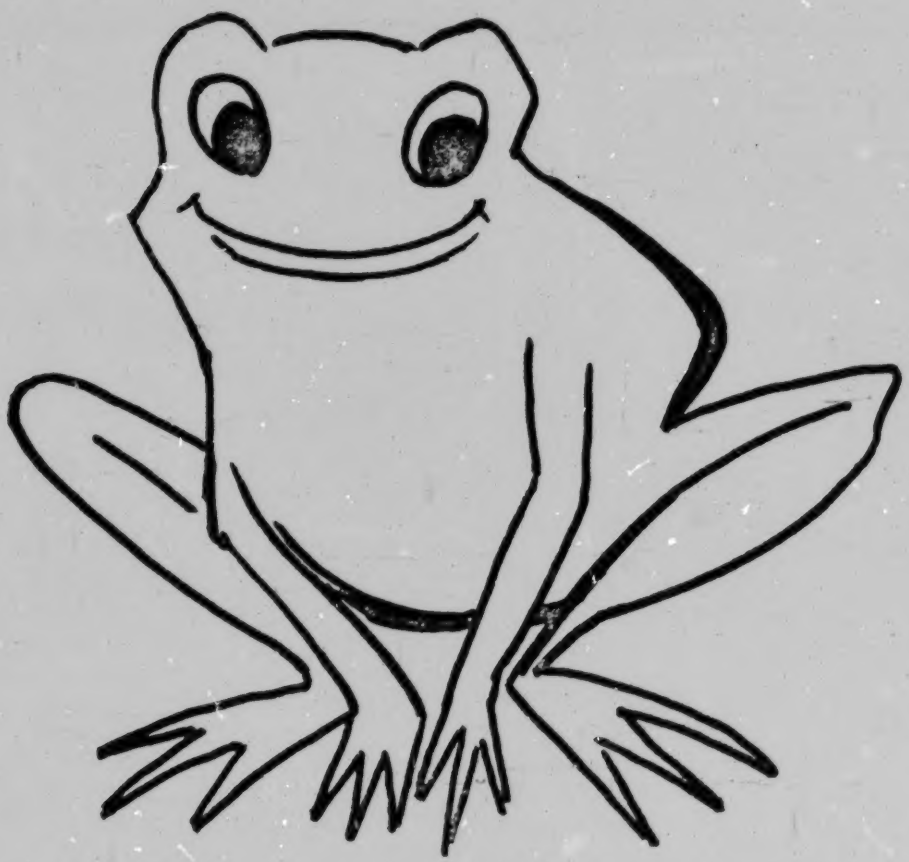
If you do not sew, this paper puppet may be used in place of the felt Mr. Frog hand puppet. Make him out of green construction paper and mount him on a ruler or tongue depressor.

If you wish, you might run off enough copies for your class and have the children make a frog of their own.



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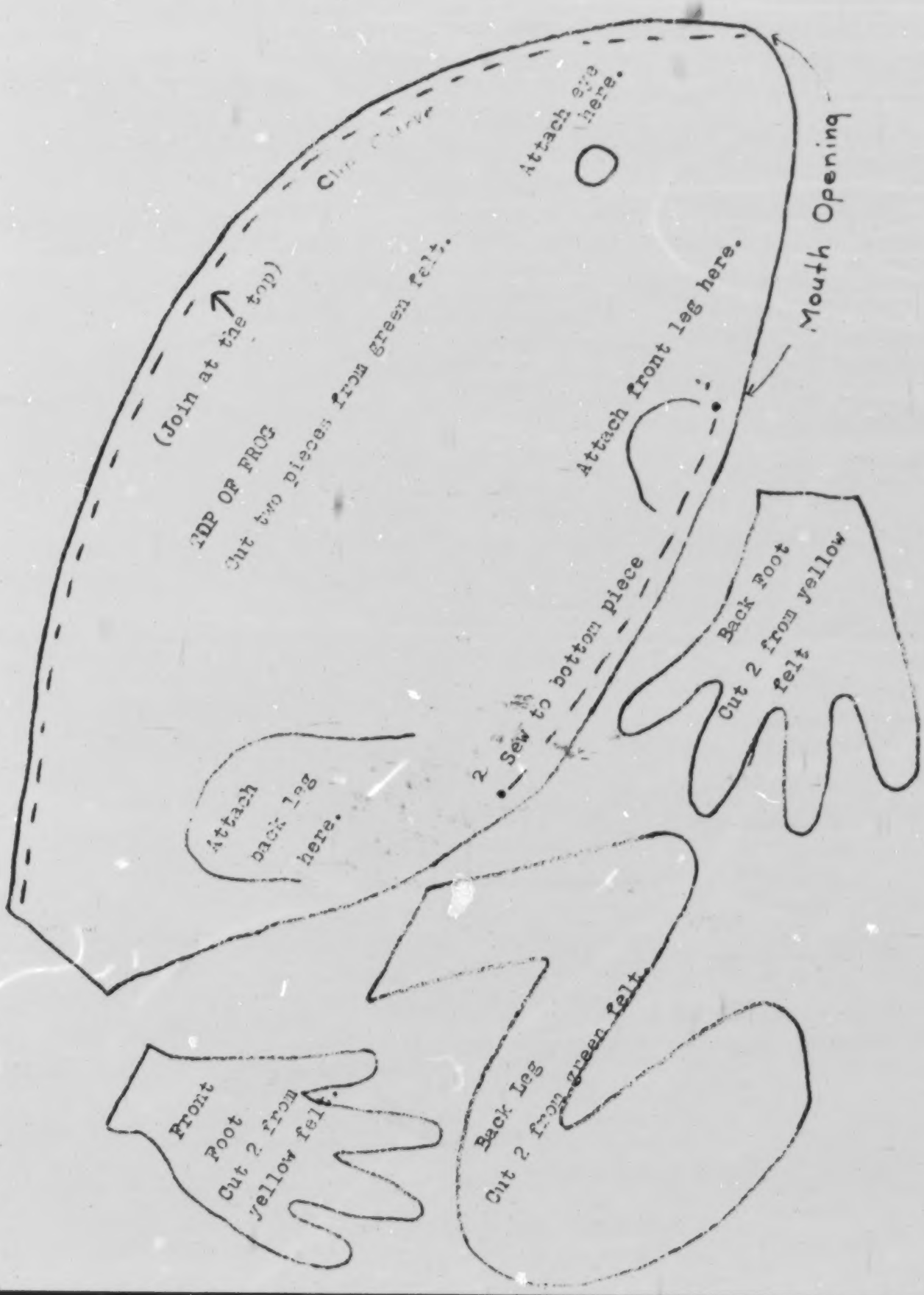

Join to side of top.

BOTTOM OF FROG

Cut one from green felt.

Front Opening

Back Opening

Join to side of top.

FRONT LEG

Cut two from green felt.

FROG'S MOUTH

A. Cut one from pink felt.

B. Stitch mouth to front opening (bottom of frog and both top side sections).

C. Also, cut one mouth from stiff paper and glue to the inside of frog's mouth as a lining.

Fold line.

The shaded area shows the mouth.

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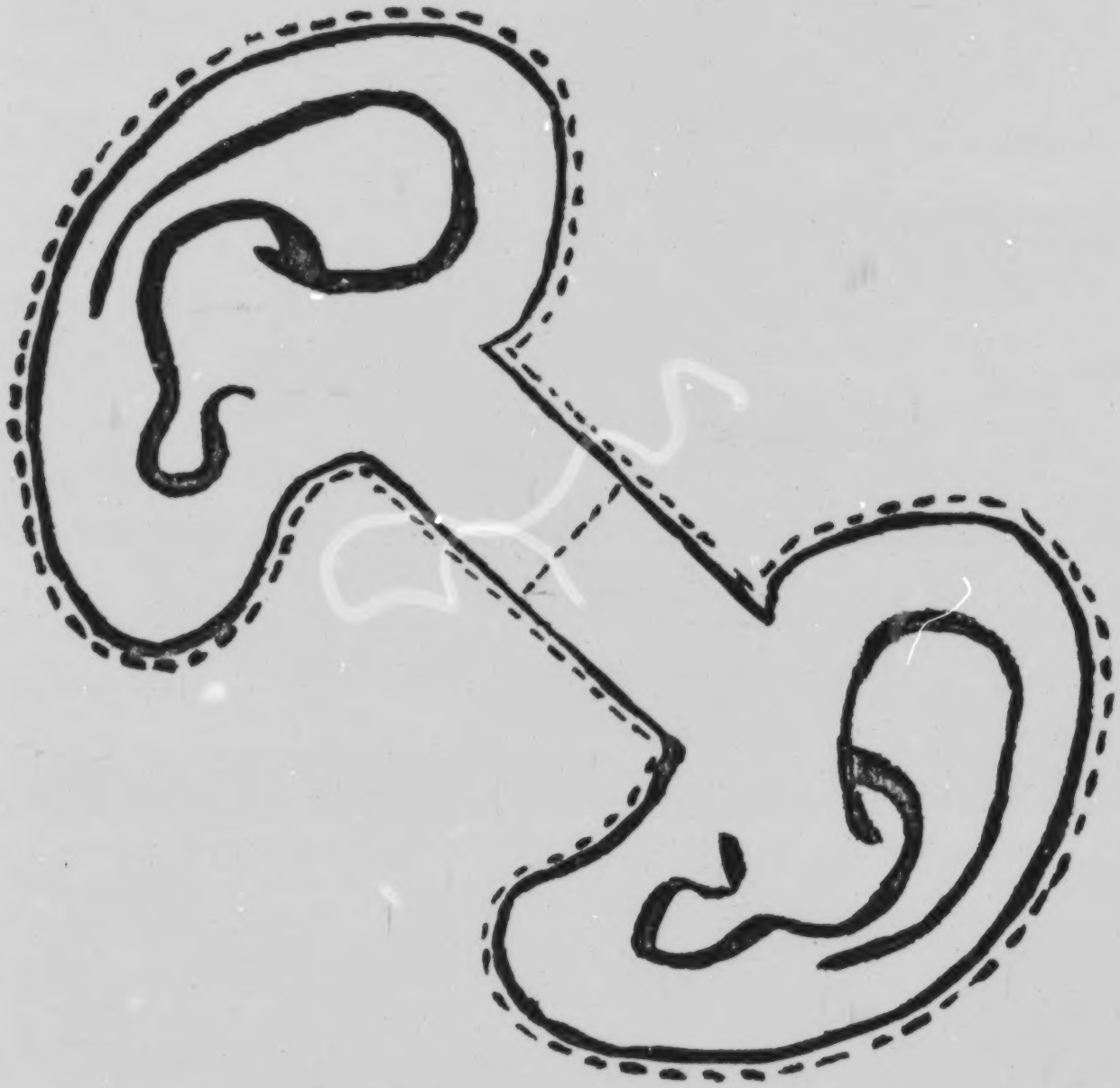
GOOD LISTENING EARS

Cut on dotted line. Attach to headband of construction paper.



MY SPEECH HELPERS

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UNIT II SUGGESTIONS -- P Sound

1. The picture of the pig represents the p sound. These introductory pictures for each sound unit may be colored and mounted on construction paper for daily lessons, bulletin boards, review lessons, etc. They also may be run off for individual speech books for the students.

2. The picture of the pig might be duplicated, backed with a stiff paper, colored and mounted on a ruler for story telling. Do the same with the wolf pictures.

3. A large cardboard box with a lid may be used as the pan for the popcorn game (lesson 4, page 22). Have the children take turns being the popcorn in the pan (the box) and "pop" out of the box at the end of the rhyme.

P

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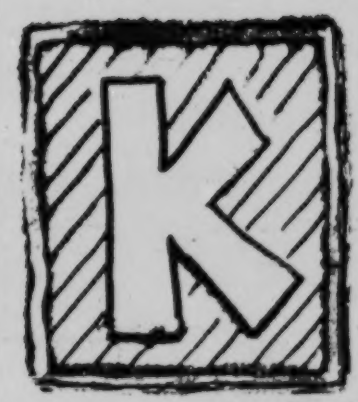
UNIT III SUGGESTIONS -- K Sound

1. Use the picture of Captain Kangaroo to represent the K Sound.

2. Use the story of Ko-Ko the Koala Bear for the story in lesson 2, page 24. Have Captain Kangaroo introduce the story. Emphasize the k sound throughout the story. Use the questions at the end of the story for class discussion.

3. Use the paper puppet with the story, and bring him back on succeeding lessons as Capt. Kangaroo's friend. You may want each child to make a Ko-Ko puppet.

4. Use the Cookie Jar activity for lesson 5.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KOKO THE KOALA BEAR

Once upon a time, there was a koala bear named KOKO. He had fuzzy round ears and soft, soft fur. Can you guess where he lived? He lived in the branches of a gum tree in Australia.

One day KOKO began to grumble, "I'm tired of living in a tree. I'm going to find a better place to live."

He climbed down the tree and walked along singing to himself.

"Oh, a bear like me
Can't live in a tree
For who can play
In a tree all day?
With leaves for breakfast
And leaves for dinner,
It's a wonder to me
I'm not getting thinner."

By and by KOKO came to a river. A turtle was swimming there. "Hello KOKO," called the turtle. "Where are you going?"

KOKO said, "I'm tired of my tree. I'm looking for a better place to live."

"Come live with me," said the turtle. "I have a snug little home in the mud along the river bank. I have firm juicy bugs to eat and the whole river for swimming pool!"

The mud did not look very snug to KOKO. It looked dark and it felt damp. The idea of eating bugs did not appeal to him.

"No, thank you," KOKO said to the turtle and he walked along singing:

"Oh, a bear like me
Can't live in the river,
For being wet all day
Would make me shiver."

By and by a Kangaroo came hopping by. "Hello KOKO" he called. "Where are you going?"

KOKO replied, "I'm tired of living in a tree. I'm looking for a better place to live."

"Come live with me," said the kangaroo. "I hop all day. When I get hungry, I eat clover. When I get tired, I sleep near the forest."

KOKO went with the kangaroo but he could not go fast. KOKO nibbled some clover but it tasted terrible.

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KOKO

"No thank you, " KOKO called to the kangaroo. "I can't live with you. I'm tired of hopping and I don't like the clover." So, KOKO went along singing:

"A bear like me
Can't hop all day
For hopping all day
Is not my kind of play."

Just then a Kookaburra bird flew down. "Hello, KOKO," he called. "Where are you going?"

KOKO said, "I'm tired of my tree. I'm looking for a better place to live."

I'll help you," said the kookaburra bird. "I'll fly about and look."

The kookaburra bird flew away. Very soon he was back.

"Run, KOKO, run!" he called. "Dingo, the wild dog, is coming this way. If he catches you, he'll eat you."

KOKO hurried and hurried but the koala bear can not run fast on the ground. Dingo came closer and closer.

"HURRY, KOKO, cried the kookaburra bird.

With a leap, KOKO reached his tree. He was just in time! Dingo scratched at the bottom of the tree. He could not climb the tree.

KOKO settled himself on a leafy branch. He was warm and safe. He could look down and see everything below. He could nibble on a leaf whenever he wanted. Oh, a tree was fine for KOKO. KOKO said this little song to himself:

"Oh, a bear like me
Can live in a tree
With leaves for dinner!
And leaves for lunch!
Oh, what is so good
As a leaf to munch?

---

1. What was the bear's name?

2. Who lived in the river?

3. Who did KOKO meet that hopped all day?

4. Who told KOKO to hurry home?

5. Why did KOKO decide he liked living in the tree?

KO - KO PAPER PUPPET

1. Color and cut out.
2. Cut up to notch (< >).
3. Fold back on dotted line.
4. Staple ears together.
5. Fold chin forward.
6. Place some tape on back of tongue.
7. Slip fingers into pocket and place thumb on tape.

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ACTIVITY SHEET FOR THE H SOUND

WHO STOLE THE COOKIES FROM THE COOKY JAR

1st child: _____(child names a child) stole the cookies from the cooky jar.

2nd child: Who me?

1st child: Yes you!

2nd child: Not I!

1st child: Then who?

2nd child: (who now becomes 1st child)

1st child: _____stole the cookies from the cooky jar.

The round continues until every child has the opportunity to respond. The children must listen for their name and be ready to join in the game.

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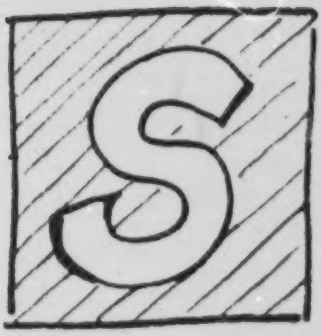
UNIT IV SUGGESTIONS -- S Sound

1. Use the teakettle picture to represent the s sound. Cut, color and back picture if desired.
2. The story of "Sammy Teakettle" may be substituted for the story in lesson 2, page 28.
3. Use the fingerplay as an activity for lesson 5.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S A M M Y T E A K E T T L E

(Tell children that they are to help Sammy Teakettle when it is time for him to speak aloud "ssss" in the story. You will soon find that, if children are encouraged to participate vocally in stories and poems, they will join in the telling whenever they can. The stories are more effective if you have pictures about the characters.)

Sammy Teakettle was very sad. He sat on the shelf with last Year's Christmas toys and waited and waited for the little girl who owned him to play with him. But she never did. Sammy felt that he should be kept full of water, hot water, so that he could blow off steam and make a fine teakettle sound . . . "sssss," like that.

The shelf where Sammy sat was very close to the kitchen, and often Sammy could hear water boiling. Sometimes it boiled loudly. . ."sssss". . .in a big pot, and sometimes it boiled softly. . ."sssss". . .in a little pot.

"How I wish that I could say 's,' said Sammy Teakettle to himself." "I would make a lovely sound. It would sound just like a tiny whistle, very soft. It would be a pleasant sound that people would like to hear. I am sure that I could say 's' if some one would only fill me with water and put me on the flame to boil."

But no one paid any attention to Sammy Teakettle.

One day Sammy Teakettle decided to take matters into his own hands, or rather, into his own spout, for Sammy did not have any hands. He knew that he had to have water before he could make a fine teakettle sound, but he thought that he would try, anyhow.

He took a big breath and puffed out his teakettle cheeks, but all

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that came out was a "shshshshsh."

Sammy felt disappointed, but "I'll try again," he said.

He took a big breath and puffed out his teakettle cheeks, but all that came out was a "zzzzzzzzzzzzzzzzzzzz".

"Now, I know that is not the right sound," said Sammy. That is the sound that Buzzy Bee makes."

So, Sammy took another big breath and puffed out his teakettle cheeks, but all that came out was "thththththth." (voiceless)

"Oh, no! that is the sound that Thumperina makes with her foot. And Sammy could have cried teakettle tears had there been any water inside him.

"I won't give up, though. I will try once again." Sammy took a final great, big breath and puffed up his teakettle cheeks, but. . . but. . .but. . .all that came out was a loud "rrrrrrrrrr". That sounded like Red Rooster when he woke Sammy up each morning. Poor Sammy. He felt that he just had to make steam, but what was he to do?

One day the little girl decided to have a tea party for her dolls. She set out her little table with chairs for her dolls and for herself. She placed a white cloth on the table and then set out her shiny toy dishes. She made sandwiches and salad. . .but something was missing. There was nothing to put into the cups.

The little girl thought and thought. Then she looked around the room. She glanced at the toy shelf and there. . .there was Sammy Teakettle holding his breath for fear that the little girl would not see him.

But she saw him and exclaimed, "I shall have tea."

She ran to the shelf, got Sammy down and dusted him off. She filled him with water and asked her Mother to put him on the stove.

Sammy Teakettle

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Sammy felt happy inside, because he knew that in just a few minutes he was going to be able to say something that he had been waiting a long time to say. The flame grew hot. . . and hotter. . .and Sammy began to go bubble-bubble-bubble-boil-boil. . .and he knew that he was going to say something. So, he took a big teakettle breath and puffed out his teakettle cheeks and said. . .but, maybe you can guess what he said?. . . . . .That is right.

First he made a soft "ssssss". . .then a little louder"sssSSS". . .and then a much louder "SSSSSSSSSS".

Sammy Teakettle sat on the stove and sang and sang and sang because he was so happy that at last he could make the teakettle sound.

Pretend, that you are Sammy Teakettle and make a very soft "sssss", take a big breath and make a long soft "ssss s s s."

---

1. Where did they keep Sammy Teakettle?
2. Why was Sammy so sad?
3. What did Sammy Teakettle need inside him before he could go "sssss"?
4. What were some of the other sounds that Sammy made when he was trying so hard to go "sssss" without the water? (sh,zh,th,r)
5. What did the little girl do at the end of the story?

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S SOUND * * ACTIVITY PAGE

Finger play "The Five Pilgrims"

Five little pilgrims on Thanksgiving Day:

The first one said, "I'll have cake if I may."

The second one said, "I'll have turkey roasted."

The third one said, "I'll have dressing toasted."

The fourth one said, "Cranberry sauce I'll try."

The fifth one said, "Pumpkin pie I spy."

But before they had any turkey or dressing,

The five little pilgrims said a Thanksgiving Blessing.

"I See One"

I see one;
(Hold up one finger.)
One little snake,
Swimming on a lake.
(Make swimming motions.)

I see two;
(Hold up two fingers.)
Two little spiders,
Spinning a web.
(Draw a web in the air with fingers.)

I see three;
(Hold up three fingers.)
Three little kittens,
Putting on their mittens.
(Put a mitten on each of the three fingers.)

I see four;
(Hold up four fingers.)
Four little bears,
Climbing up some stairs.
(Wiggle fingers as you raise your arm.)

I see five;
(Hold up five fingers.)
Five tired frogs,
Sleeping on their logs.
(Put hands together at the side of your head, tilt head and close eyes.)

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UNIT V SUGGESTIONS -- Z Sound

1. Use the picture of the bee to represent the z sound.
2. The egg carton puppet may be used all through the z unit.
3. The zebra paper puppet should be made for lesson 2 because the story contains a zebra. Follow the same instructions used for KOKO paper puppet.
4. Use the "Honey Bee Activity" anytime after lesson 2. It might be co-ordinated with the science lesson on bees and honey. Bring some honey to class.
5. The "Zipper Things" song is to be used with lesson 3.
6. The finger play may be used for lesson 5.

Z
z
z
z
z

EGG CARTON BEE PUPPET

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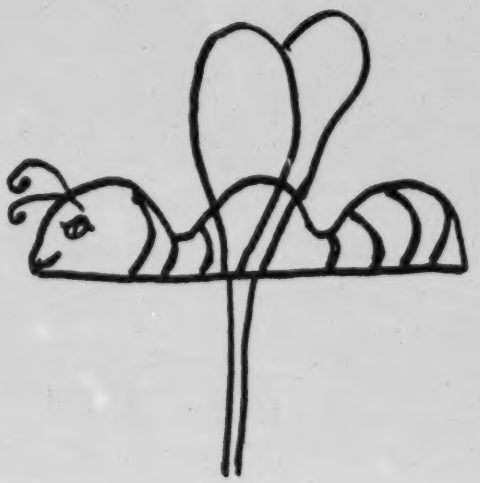
Materials needed:

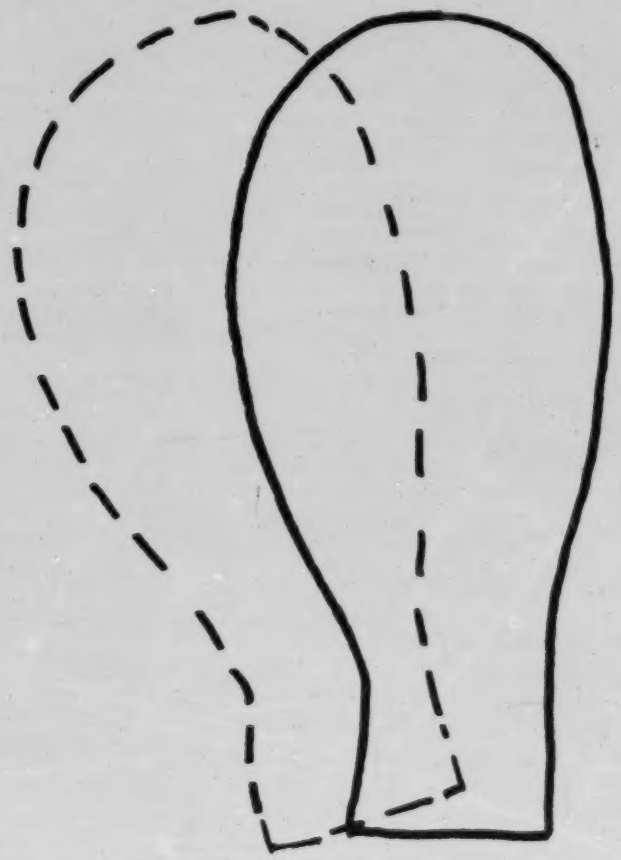
- Wire hanger, cut to a 12" length
- Egg carton
- Pipe cleaner
- Wax paper or construction paper
- Marking pens or crayons
- Scotch tape
- Sequins (Optional)
- Tempra paint (Optional)

Instructions:

Cut off 3 humps of the egg carton.
Color or paint if desired.
Use one pipe cleaner for feelers.
Cut on solid line for wing patterns; use 4 per puppet.
Dotted lines show how to overlap wings on puppet. Attach 2 on each side of puppet with tape.
Decorate wax paper with the marking pens; crayons on the construction paper if you use it.

Insert hanger into middle hump of bee.
Glue on sequins for eyes.





ZEBRA PAPER FINGER PUPPET

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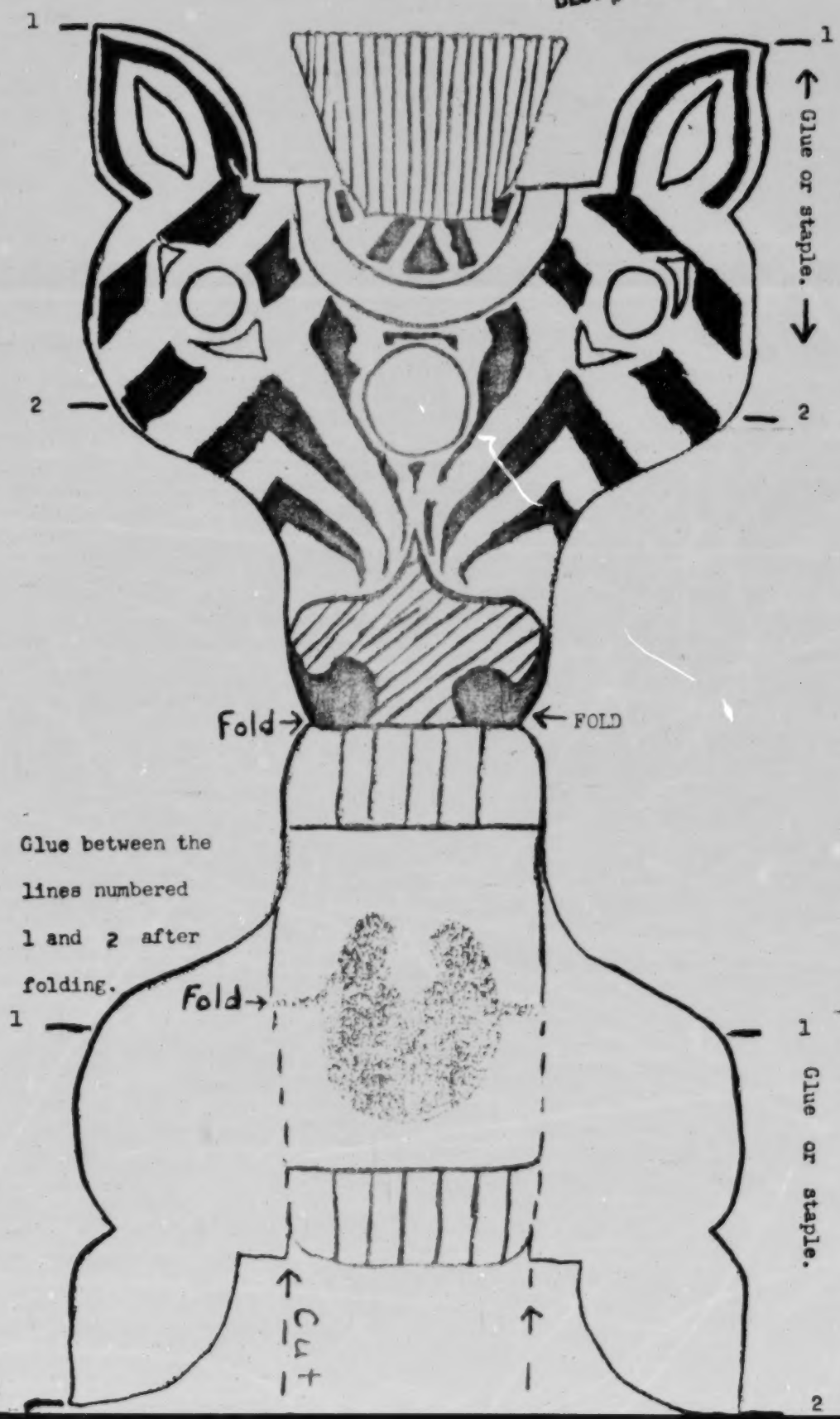

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**** THE Z SOUND ACTIVITY PAGE ****

" THE HONEY BEE "

(Suggestion: this may be tied in with a science lesson on how bees make honey. You may even want to bring a honeycomb and have each child taste it.)

Teacher: Where is little Buzzy bee?

Children: "ZZZZZZZZZZ"

Teacher: Buzzing in the orange tree;

Children: "ZZZZZZZZZZ"

Teacher: Hear his buzzy sleepy tune

Children: "ZZZZZZZZZZ"

Teacher: On a warm, bright afternoon.

Children: "ZZZZZZZZZZ"

Teacher: Gathers pollen with his feet

Children: "ZZZZZZZZZZ"

Teacher: From an orange blossom sweet.

Children: "ZZZZZZZZZZ"

Teacher: Then he hurries to his home.

Children: "ZZZZZZZZZZ"

Teacher: Honey's in the honey comb.

Children: "ZZZZZZZZZZ"

Teacher: Tell me, little honey bee,

Children "ZZZZZZZZZZ"

Teacher: Are you making it for me?

Children: "ZZZZZZZZZZ"

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ZIPPER THINGS

(Sing to the tune of "The Muffin Man")

Mary has a zipper sweater, a zipper sweater,
a zipper sweater;

Mary has a zipper sweater that goes,
"zip, zip."

Bobby has a zipper coat, a zipper coat,
a zipper coat;

Bobby has a zipper coat that goes,
"zip, zip."

The children can use the names of the children in their room for this activity. A purse, a dress, a pencil bag, and sometimes shoes have zippers.

FIVE LITTLE BUSY BEES (finger play)

Five little busy bees on a day so sunny;
(Hold up one hand, fingers extended)

ZZZum said one, "I'd like to make some honey."
(Bend down first finger.)

ZZZum said two, "Tell me where shall it be?"
(Bend down second finger.)

ZZZum said three, "In the old honey-tree."
(Bend down third finger.)

ZZZum said four, "Let's gather pollen sweet."
(Bend down fourth finger)

ZZZum said five, "Let's take it on our feet."
(Bend down thumb.)

So the five little bees went buzzing along,
Humming their busy little honey-bee song.
ZZZZZ ZZZZZ ZZZZZ ZZZZZ ZZZZZ ZZZZZ
(this activity could also be used on the flannel board.)

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UNIT VI - Christmas Holiday Fun

SUGGESTIONS FOR INTRODUCING AND USING ELMER THE ELF & THE CHRISTMAS SOCK

1. On page 42 of Dr. Byrne's book, we have a lesson plan that includes having the children "fill a sock" for Mr. Pig (p sound), one for Captain Kangaroo (k sound), etc. We suggest that you have all of the children cut out and bring in pictures of toys, etc. Use Elmer and his sock for any picture that does not begin with the p, k, s, or z. You might say: "Here comes Elmer the Elf! He is one of Santa's helpers. If you do not have something for the sock that begins with a p, k, s, or z, (teacher makes the sound) you may drop your pictures in Elmer's sock." Staple the sock picture to a paper sack. Same for pictures of Mr. Pig, Captain Kangaroo, etc. Have the children drop their pictures in the correct sack.

2. Use Elmer to introduce the singing of Christmas songs: "Elmer likes to sing Christmas songs. He can really play the guitar. Let's all sing some Christmas songs with Elmer."

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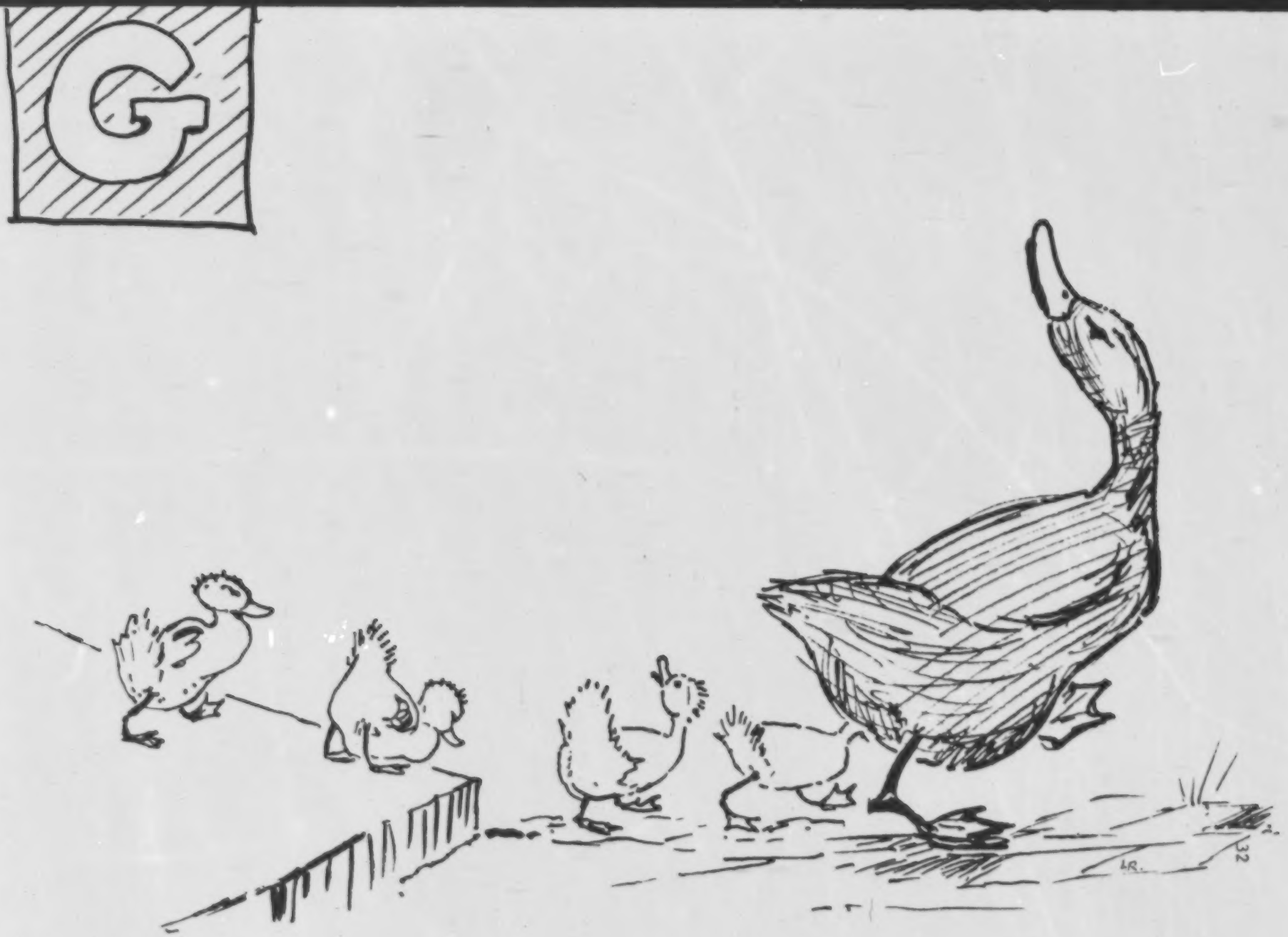
UNIT VII -- Suggestions for the G Sound

1. Use the Goose picture to represent the g sound.
2. The paper sack puppets may be used to act out the story from lesson 2. Use the pigs from the p unit to fill out all of the characters from the story.
3. Use the fingerplay as an activity for lesson 5.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PAPER BAG PUPPETS

(If you enjoy using Paper Bag Puppets and would like patterns for other characters, you will find them in this book: Paper Bag Puppets, by DeAtna Williams, Fearon Publisher, Palo Alto, California, $1.50.)

Instructions:

Trace the puppet's face from the pattern onto opaque paper.

Transfer it to paper of the quality of construction paper.

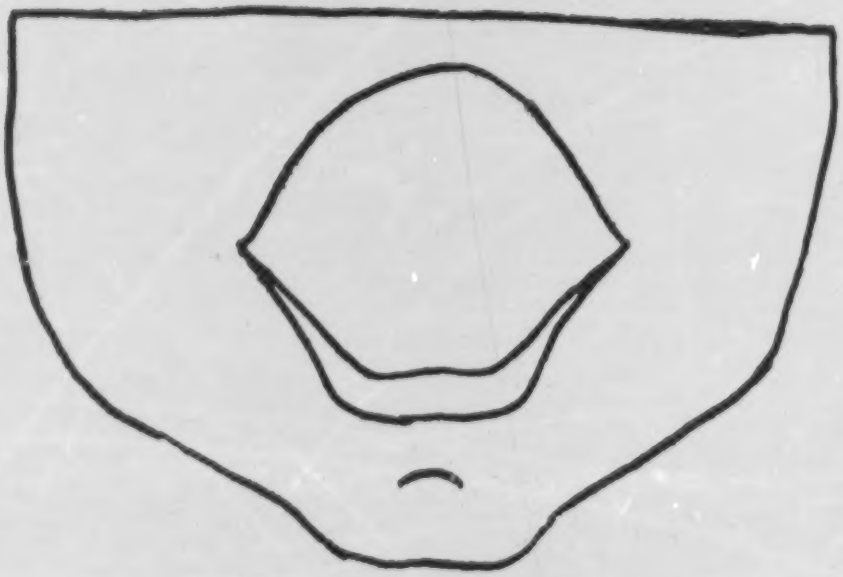
Cut out the two parts of the puppet's face.

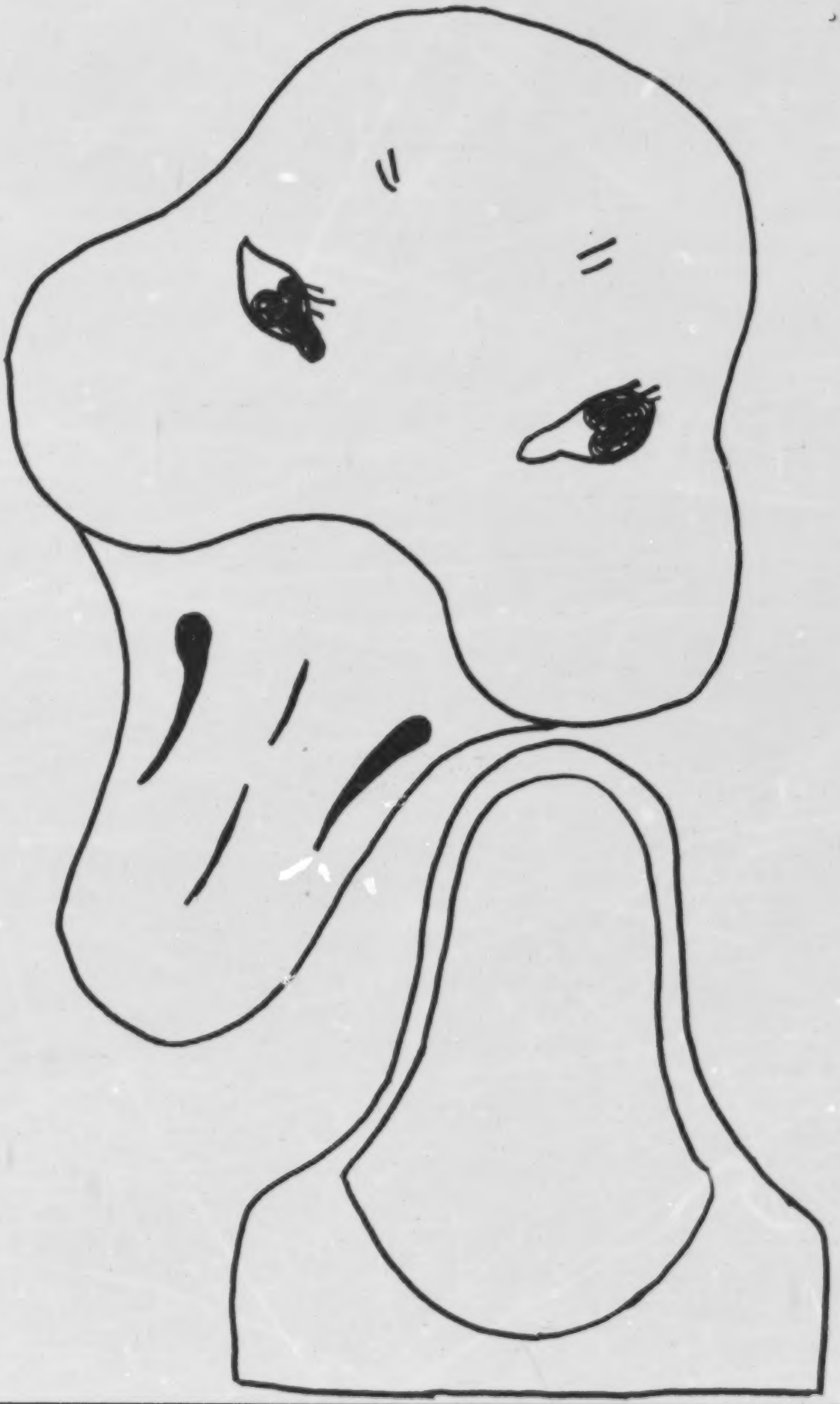
Paste the chin of the puppet's face on the side of the bag under the bottom flap.

Paste the top of the puppet's face on the bottom of the bag.

Slide your hand inside the bag. Bend four fingers to fit in the folder flap. As you move your fingers slightly, the puppet appears to be speaking.

The faces may be colored.





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"The Gray Goose Family"

Mr. and Mrs. Gray Goose

(Hold up two fingers on left hand.)

And their goslings four,

(Hold up four fingers on right hand.)

All went walking past my door.

(Wiggle all six fingers.)

Mr. and Mrs. Gray Goose

(Hold up two fingers)

Wanted to go for a swim.

"Come my little goslings,

(Beckon with index finger.)

Let's all jump in."

(Six fingers dive and swim.)

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UNIT VIII SUGGESTIONS -- SH Sound

1. Call the girl with the sea shell, Sharon. Use her to introduce and to represent the sh sound.

2. For the second day for the listening session use the story about the seashell.

3. Washing Machine Activity: for Lesson IV, p. 52.
   Collect pictures of articles of clothing.
   Use a toy washer, or you can easily make a washing machine.
   You will need: a cardboard box that opens at the top, some white construction paper, glue, saran wrap, scotch tape, two buttons, and marking pens or crayons.
   Cut out a circle in center of the front of the "machine".
   Cover this "window" from the inside with saran wrap and tape.
   Use white construction paper and glue to cover the outside.
   Attach buttons for knobs, and make various markings with pens or crayons for wash cycles, brand names, etc.
   Teacher . . . "What did you wash today?"
   Child . . . . "I washed my (name of article)".

4. Use the finger play for Lesson V.

Sh

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SH STORY "THE LITTLE SEASHELL"

(The teacher puts her finger to her lips each time she wishes the children to say the "be quiet" sound. The verse is repeated so that the children may join in with the teacher. This story is also a good medium for relaxation.)

One day at the beach the wind blew and blew and blew. The ocean waves dashed high on the rocks, and up onto the beaches. . shirr - wish, shirr - wishshsh.

A little seashell, who lived at the bottom of the ocean, was awakened from his sleep.

"Oh dear," he cried, "what was happening?"

The ocean tossed him back and forth, back and forth, until he was out of breath. Then it spilled him right on the beach and there he lay in the sand, almost afraid to move. At last the wind became still. The sun shone brightly and warmed the little seashell. The breeze sang a lullaby:

"Shsh. . .shsh. . .shsh, little seashell
From your ocean bed;
You are in a new land now,
So rest your weary head.
Sh. . .sh. . .sh."

The ocean also whispered softly:
"Shsh. . .shsh. . .shsh, little seashell
From your ocean bed;
You are in a new land now,
So rest your weary head.
Sh. . .sh. . .sh."

The sun said not a word but shone radiantly, and soon the little seashell was cozy and fast asleep.

All at once he was rudely awakened! He felt himself picked up, and then dropped again in the sand. Someone said, "It is just an old seashell. It's not worth anything."

The ocean whispered:
"Shsh. . .shsh. . .shsh. . ., little seashell,
Just lie very still;
Sh. . .sh. . .sh. . .
You can, if you will."

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The Little Seashell

The breeze whispered:
"Sh. . . shsh. . .shsh, little seashell,
Just lie very still,
Sh. . .shsh. . .shsh. . .
You can, if you will."

A tired little girl came to where the seashell was lying. The little girl was crying, "I want my mother and my daddy. I am lost."

The seashell was sorry for the tired little girl.

"Maybe if I whisper the "be quiet" sound, the tired little girl will hear me." he thought.

So he whispered, "sh. . .sh. . .sh. . ."

The tired little girl stopped crying and looked all around to see where the quiet sound was coming from.

Then she saw the pretty seashell.

"Oh look," she said, "What a pretty seashell."

"Sh. . .sh. . .sh. . ." whispered the seashell.

"and what a nice sound," said the tired little girl.

She held the seashell close to her ear.

"Sh. . .sh. . .sh. . ." it whispered softly.

Just then the tired little girl's mother and daddy came along. They were so happy to see their little girl.

The seashell kept right on whispering, "sh. . .sh. . .sh. . .," as the tired little girl held him in a hand that was very limp. In fact, all of the tired little girl was limp, for she had fallen fast asleep. Then they all went home, mother, daddy, the tired little girl, and the seashell.

All day and night the seashell lay on the toy shelf and sang the song that the ocean and the breeze had taught him. You can sing it, too, and I promise you that if you will sing it often enough, everything and everybody around you will be as quiet as "sh. . sh. . .sh."

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Fingerplay for SH Sound

FIVE LITTLE SEASHELLS

Five little seashells lying on the shore;

(Hold up 5 fingers.)

Swish! went the waves, and then there were four.

(Bend down one finger.)

Four little seashells cozy as could be;

Swish! went the waves, and then there were three.

(Bend down one finger.)

Three little seashells all pearly new;

Swish! went the waves, and then there were two.

(Bend down one finger.)

Two little seashells sleeping in the sun;

Swish! went the waves, and then there was one.

(Bend down one finger.)

One little seashell left all alone;

Whispered "Shhhhhhhhh" as I took it home.

(Bend down the last finger.)

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UNIT IX SUGGESTIONS - L Sound

1. Use the picture of the lion to represent the L sound.
2. On the second day of the L Unit (page 55) Dr. Byrne suggests the use of the toy telephone, or a set of phones from the local telephone company.

   We have found that it is possible to obtain a "shell" phone (one with the insides removed) from General Telephone if you give them one or two weeks advance notice.
3. The story of Leonard the Happy-Go-Lucky Lion may be inserted any time. Use the paper lion puppet with the story.
4. "The Telephone" poem and picture may be used with Lesson II.

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LEONARD, THE HAPPY-GO-LUCKY LION

Once upon a time there was a happy-go-lucky lion by the name of Leonard. Leonard would sit and swish his tail, and think how lucky he was. You see, he did not live in the hot and dangerous plains of Africa. Instead, he lived in a lovely, little town that had a zoo. The zoo was in the middle of a park with flower beds, benches, and even a bandstand.

Early every morning, Larry, the keeper's son, stopped on his way to school and say, "Hello, Leonard Lion."

In the afternoon, Mister Lewis, the school teacher stopped on his way home to say, "Hello, Leonard Lion."

In the evenings, Mrs. Lopez, who knitted all day on the bench by the bandstand, never left without saying, "Good-bye, Leonard Lion."

On summer Sundays the town band filed into the bandstand to play waltzes and polkas. The three ladies would sing lovely songs together. Leonard closed his eyes to listen. He loved music. Everyone was his friend and came to say "Hello, Leonard Lion" and offer meat and other goodies.

Leonard would sit and swish his tail, and think how lucky he was.

One morning Leonard found that his keeper had not closed the door of his house. "Well, well," he thought, "I will walk out and visit my friends in town."

So Leonard walked out into the park. "Hello, little friends," he said to the busy sparrows. "Hello, Leonard Lion," they answered.

"Hello, little friends," he said to the quick gray squirrel. "Hello, Leonard Lion," said the gray squirrel, hardly looking up.

Then Leonard, the happy-go-lucky lion went into the street, where he met Mister Lewis on his way to school. "Hello," he said in his polite lion way. "Land sakes. . ." cried Mister Lewis, and he fainted onto the sidewalk. "What a silly way to say "Hello" said Leonard, and he padded along on his big soft paws.

"Hello, Ladies," Leonard said farther down the street when he met the three ladies that sang on the bandstand.

"Cooo, la, la, lalala. . ." they cried and ran away. "What makes

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them do that?" said Leonard, "They are always polite at the zoo."

"Hello, Mrs. Lopez," Leonard nodded when he passed the grocery store. "Oooo, le, le, leee. . ." cried Mrs. Lopez, and threw her shopping bag full of vegetables into the lion's face. "People in this town are foolish," thought Leonard. And soon the streets were empty and silent.

Leonard sat down, swished his tail, and began to think. "I suppose," he said, "this must be the way people behave when they are not at the zoo." Then he got up and went on with his stroll in search of a friend who would not faint, or scream, or run away.

Now what was this new noise that Leonard heard? "rrrrr....rrrrrrr rrrrrrrrrr. . ." went the noise. "rrrr. . .Ling-a-ling-a-ling." It grew more and more noisy. All of a sudden a big red fire engine burst out of a side street, and came to a stop not too, too far from the lion. Then a big van came backing up on the other side of him with its back door wide open.

The lion just sat down very quietly, for he did not want to miss what was going to happen.

The firemen got off the fire engine and walked very, very slowly toward the lion, pulling their fire hose along. SUDDENLY, behind the lion, a little voice shouted, "Hello, Leonard Lion!" It was Larry, the keeper's son, on his way home from school. He has seen the lion and had come running to him.

Leonard was so VERY HAPPY to meet a friend who did not run, and who said "Hello", that he forgot all about the firemen. And he never found out what they were going to do, because Larry put his hand on the lion's great mane and said, "Let's walk back to the park together." "Yes, let's," purred the happy-go-lucky lion with a swish of his tail.

So Larry and Leonard walked back to the zoo. The firemen followed behind in the fire engine. And the people on the balconies and in the high windows shouted at last, "HELLO, LEONARD LION!"

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Leonard, The Happy-Go-Lucky Lion

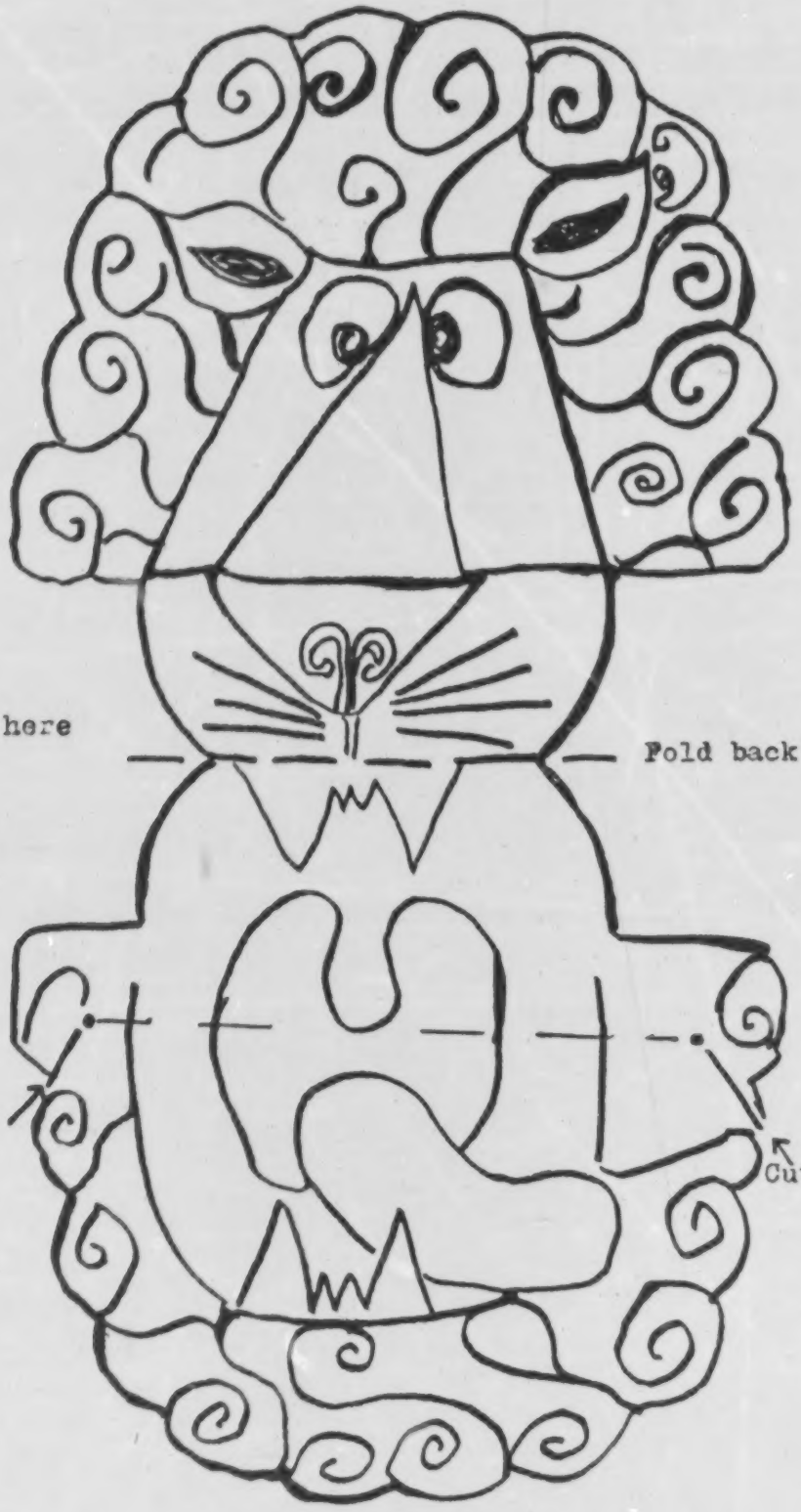
From then on the happy-go-lucky lion got the best goodies the town saved for him. But if you opened his door, he would not wish to go out visiting again. He was happier to sit and swish his tail and think how lucky he was. Mister Lewis, Mrs. Lopez, and all of his old friends came again, like polite and sensible people, to say, "Hello, Leonard Lion."

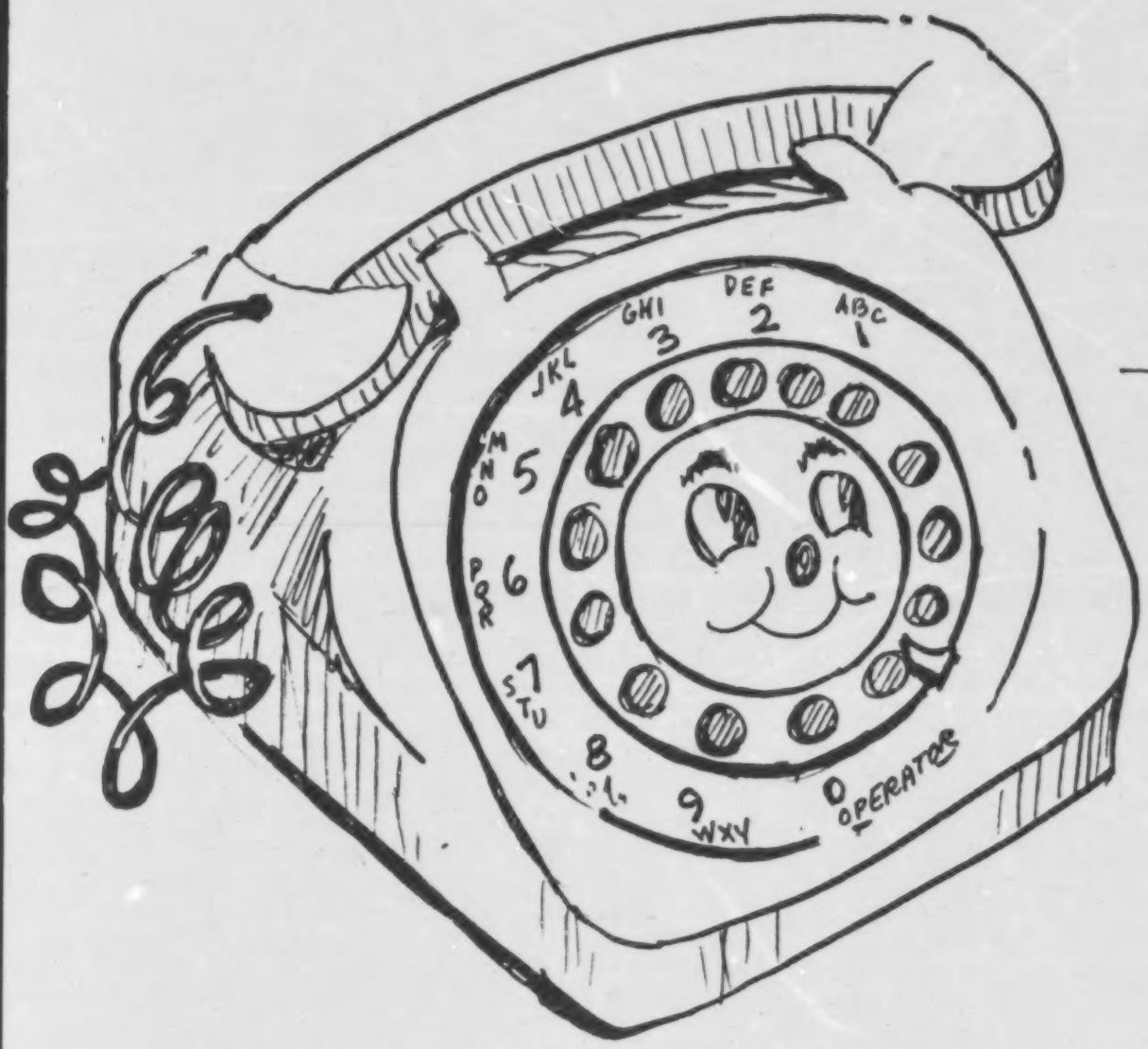
But he was happiest when he saw Larry walk through the park every afternoon on his way home from school. Then he swished his tail for joy, for Larry remained always his dearest friend.

---

1. What was the name of the keeper's son?
2. What happened on the bandstand on Sundays in the summer?
3. How did Leonard's friends behave when he saw them downtown?
4. What made the strange noise that went, "rrrrrrr. . .Ling-a-ling"?
5. What were the firemen planning to do?

Lion Paper Puppet

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THE TELEPHONE

Teacher: What does the telephone say?

Child: Ling-a-ling-a-ling.

Teacher: Is there anyone home today?

Child: Ling-a-ling-a-ling.

Teacher: Tom has a green one, and mine is pink,

Child: Ling-a-ling-a-ling.

Teacher: The many colors are nice, I think.

Child: Ling-a-ling-a-ling.

Teacher: I like to hear the telephone sing,

Child: Ling-a-ling-a-ling.

Teacher: You never know what news it may bring.

Child: Ling-a-ling-a-ling.

--Nottus

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UNIT X SUGGESTIONS -- F Sound

1. Use the Clown picture to represent the f sound.
2. Use the paper plate clown mask activity with the Funny Face story in lesson 2, page 62. Paper plates may be ordered from the warehouse.
3. The Spin-the-Bottle Game and the poem may be supplemented any time after lesson 2.

F

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SPIN THE BOTTLE GAME - for the F Sound

You will need: 1 coke bottle, and 1 paper plate clown mask.

Instructions:

Have the children sit in a circle.
Choose one child to be "It"; he wears the mask and spins the bottle in the center of the circle.

When the bottle stops, the child it is pointing to will chant this rhyme: "Funny Face, Funny Face, Funny little clown; I want you to . . . (here he makes up a stunt, i.e. turn around, jump up and down, etc.)".

If the f sound was made correctly in the rhyme, "It" or Funny Face performs the stunt.

Now, they exchange places and the new Funny Face spins the bottle.

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Funny face and funny nose,

Fee, fie funny, Oh!

Funny suit from head to toes.

Fee, fie, funny, Oh!

People laugh wherever he goes.

Fee, fie, funny, Oh!

To see his funny face and clothes.

Fee, fie, funny, Oh!

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UNIT XI SUGGESTIONS -- V Sound

1. If your V unit is initiated near Valentine's Day, you may use the valentine to represent the v sound.

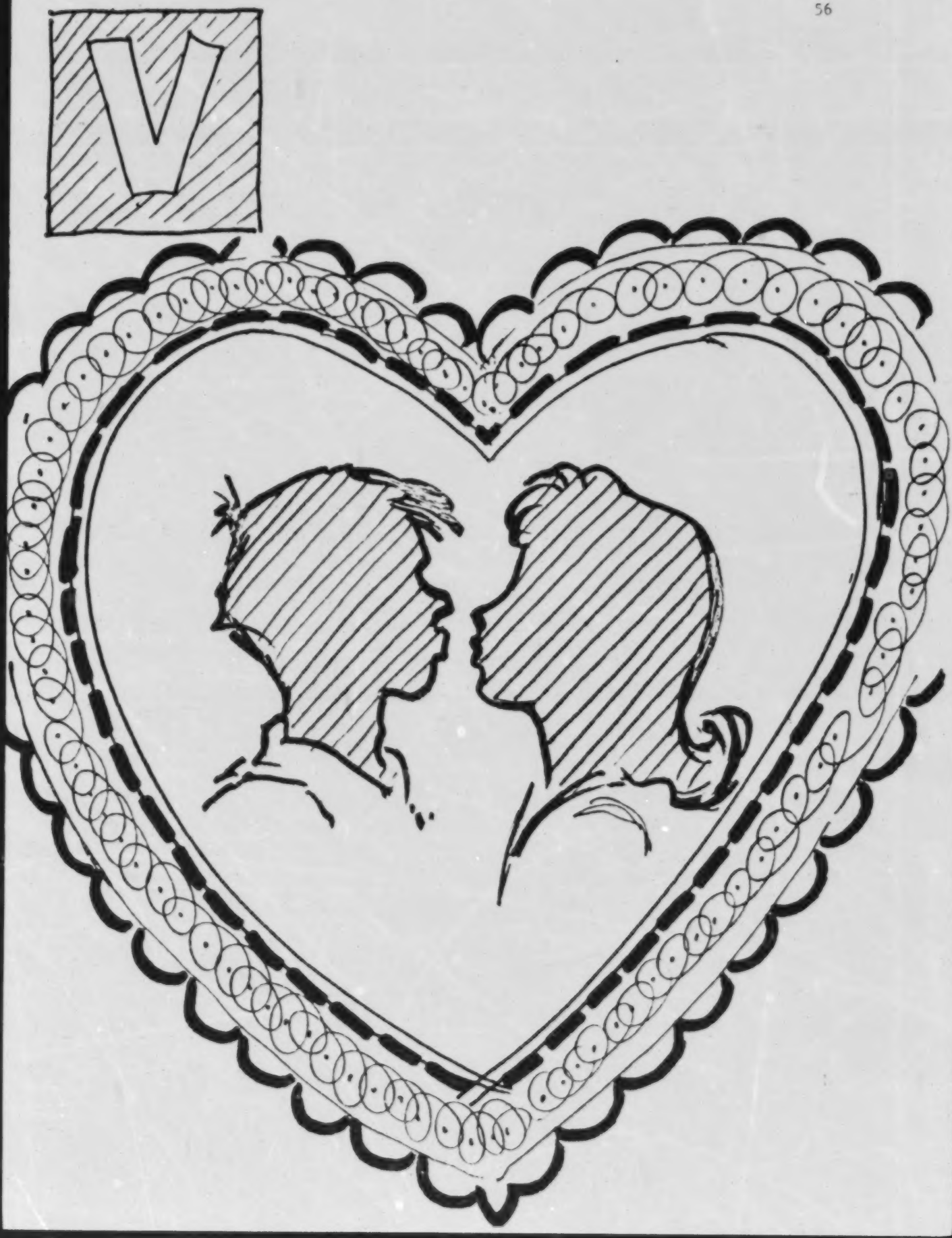
2. Use the valentine activity, emphasize the v sound as you say it.

3. Instead of, or in addition to the Valentine, you may use the Fly to represent the v sound for this unit.

4. There is a short story about a fly named Vee Vo. If you use this story instead of the one in the book, use these questions at the end of the story:

   1. What was the sound that Vee Vo made?
   2. Where did Vee Vo sleep at night?
   3. What was Vee Vo's favorite place in the house? Why?
   4. Why did Vee Vo leave the house at the end of the story?

5. Vase Activity: For a V sound activity find and empty vase. Or, take the empty vase pattern and back it with heavy paper. Attach it at the bottom and sides to poster board. Run off the tulip pattern on different colored construction paper. Back them with heavy paper too. Have the class "fill the vase" with tulips. The child might say, "I'll put a red (or blue, etc.) flower in the vase."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TEACHERS:

You may color a red, orange, etc., heart for this poem or use colored construction paper. Hold up the appropriate colored valentine as you say the poem.

VALENTINES

Valentines, valentines,
How many do I see?
Valentines, valentines,
Share them with me.

Solo: I see a red valentine
Solo: I see an orange valentine
Solo: I see a yellow valentine, too.
Solo: I see a green valentine
Solo: I see a purple valentine
Solo: I see some valentines that are blue.

Valentines, valentines,
How many do I see?
Valentines, valentines,
Count them with me.

1-2-3-4-5-6.

JAM
LR

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STORY FOR THE V UNIT -- VEE VO THE FLY

(Encourage the children to say "Vvvvvv" each time it is used in the story.)

I'd like to tell you about a little fly named Vee Vo. He has shiny green wings that looked like fairy wings when the sun shone on them. Vee Vo had a little voice too. It sounded like this, "Vvvvv,Vvvvv." You could hear him going "Vvvvv" during the day, as he would fly around the room.

At night he would sleep on the ceiling high above the floor. "Vvvv-Vvvvv," Vee Vo would circle around and around until he found just the right spot to sleep. Then he would be very quiet all night long. He had a sticky glue on his feet that kept him from falling off the ceiling.

Vee Vo enjoyed zooming around the house making his Vvvvv sound. Sometimes he would pretend to be an airplane. "Vvvvv-vvvvv", he could take off, dive and land just like a jet!

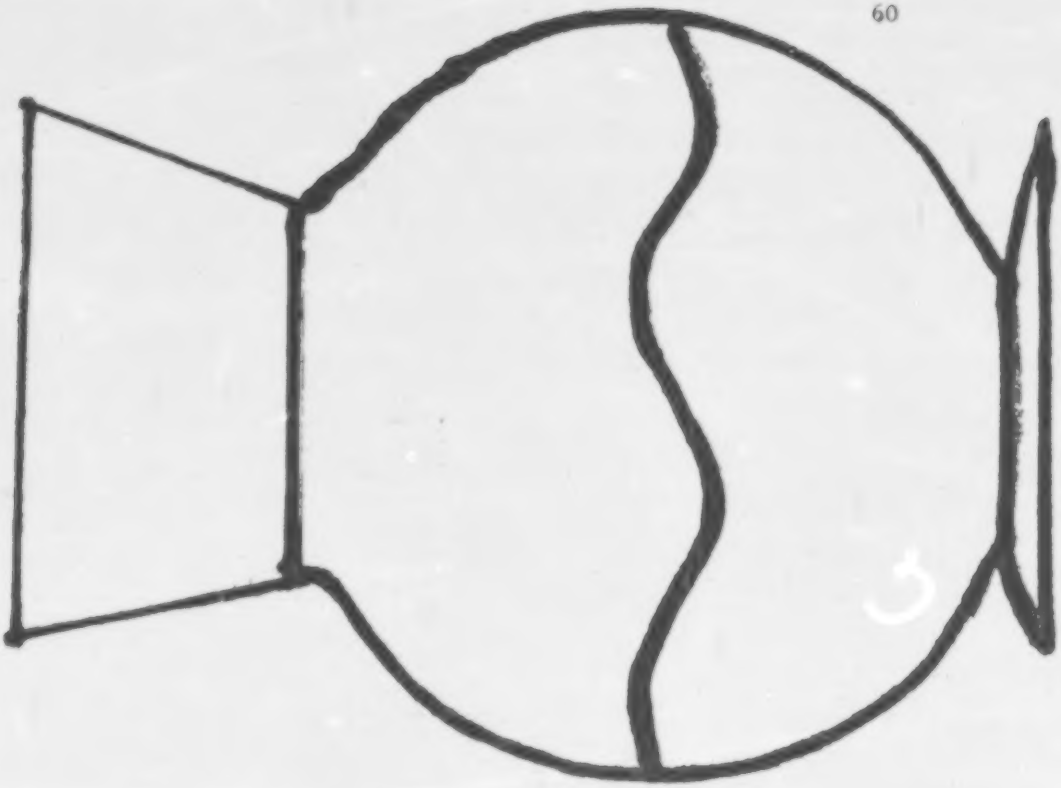
Vee Vo said "Vvvvv-Vvvvv" quite loudly whenever he wanted to get out through the door. He said Vvvvvvvv very fast whenever someone chased him away from some food.

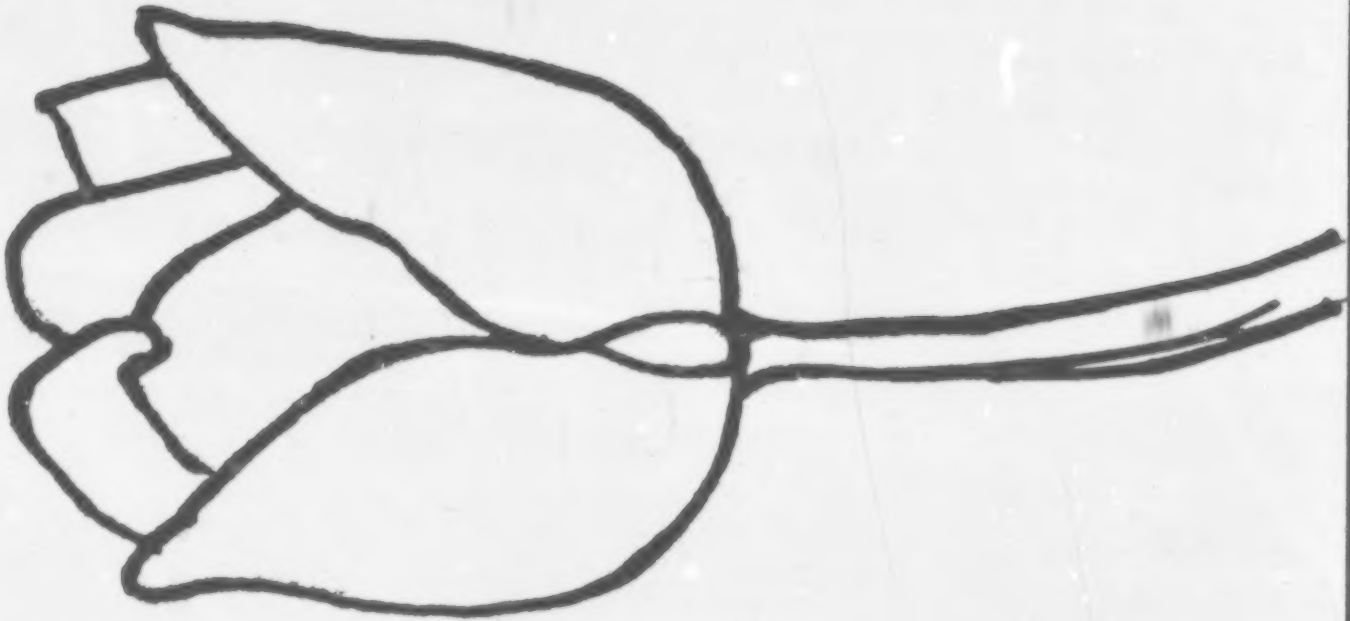
Vee Vo also liked to sit on the top of the lamp in the living room and watch TV. But he would say "Vvvvv-Vvvvv" and take off during the commercials.

Vee Vo had a favorite place in the house that he liked to visit. Can you guess where it was? It was in the dining room.

The lady of the house had a big vase of beautiful flowers sitting on the table in the dining room. Vee Vo would fly from one flower to the other saying "Vvvvv-Vvvvv" very softly. The flowers smelled so sweet. The petals of the flowers were so soft. "Vvvvv-vvvvvv", said Vee Vo as he landed on the little violet.

One morning when Vee Vo flew down from the ceiling he discovered the flowers were gone! "Vvvvv-Vvvvv", he cried loudly. He zoomed all through the rooms. "Vvvvv" in the living room. "Vvvvv" in the dining room. "Vvvvv" in the kitchen. Finally he flew out the back door. "VVVVvvvvvv. . . And he never came back! Perhaps he found some flowers growing in the yard.





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UNIT XII SUGGESTIONS -- CH SOUND

1. Dr. Byrne uses the Choo Choo Train to introduce the ch sound. She also has a familiar poem to accompany the picture of the train.

2. In the first lesson, substitute the picture of "Charlie in his Chopper" for the picture of a boy chopping wood (page 82). The sound of the helicopter is "chop, chop, chop, chop."

3. The poem, "The Mockingbird's Secret" may be used any day. Suggest that some birds sound like "Chee, chee" when you introduce the poem.

4. Locate a story or book about a train for the second day. Suggestions:

   "The Little Train That Saved The Day" Charlotte Steiner, Crossett & Dunlap (Wonder Books), N.Y. 1947.

   "Smoky Poky", B. Martin, Holt, Rinehart & Winston, Inc., N.Y., 1947.

   "The Little Engine That Could", Olive B. Miller, from The House For Children, Lake Bluff, Ill., Tangley Oaks, 1951.

5. Picture Activity - from pages 82 & 83. You will need:

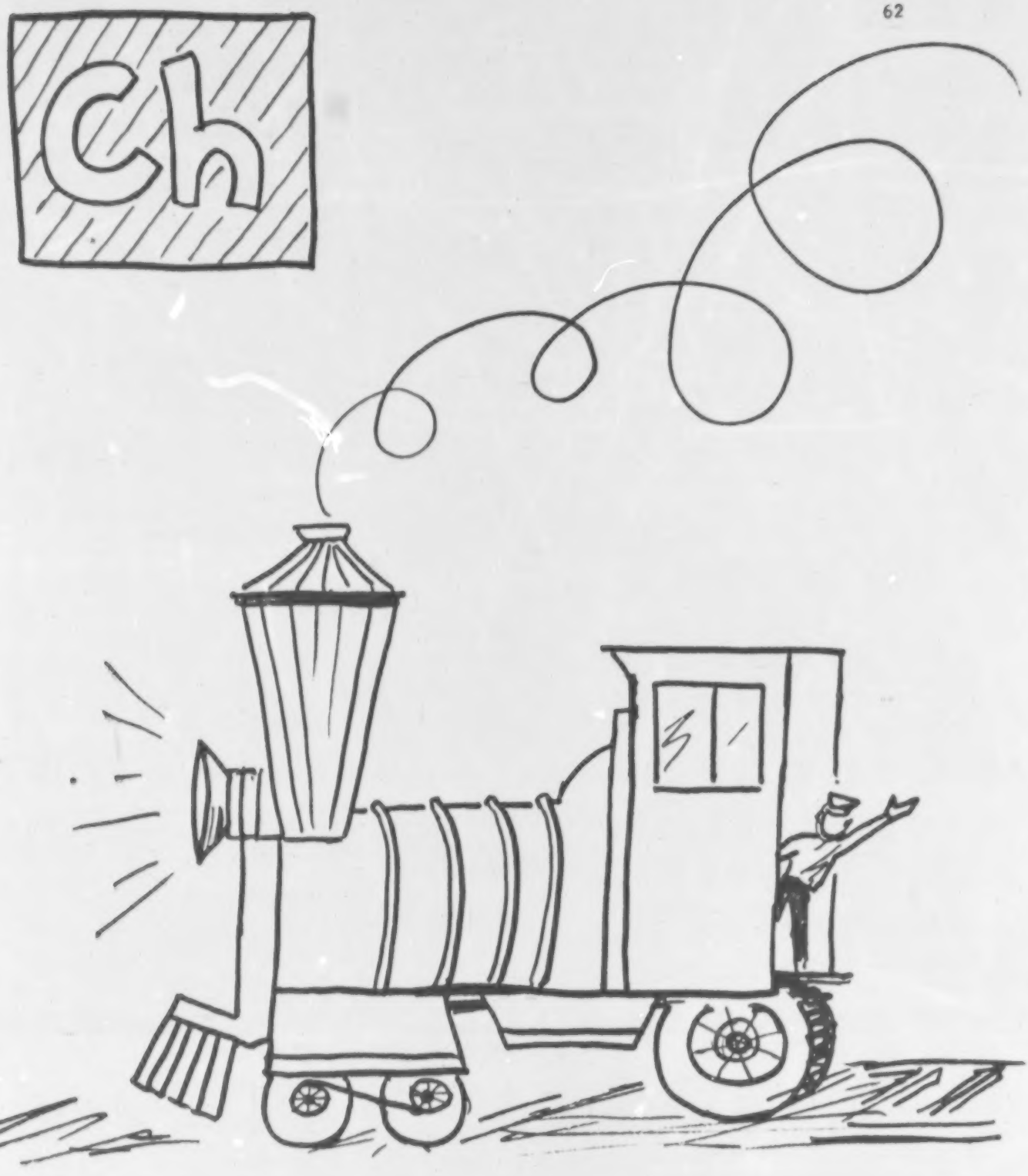
   pictures (some containing the ch, other that do not)

   two shoe boxes, covered with

   construction paper, and marked with

   marking pens or crayons to resemble a boxcar.

   Slit the lid of the shoe box so the pictures may be "loaded",


Ch

Charlie in his Chopper.

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THE MOCKINGBIRD'S SECRET

Teacher: I saw a mockingbird in a tree,

Children: Chee, Chee, Chee,

Chee, Chee, Chee.

Teacher: He sang a happy song for me.

Children: Chee, Chee, Chee,

Chee, Chee, Chee.

Teacher: "I have a secret," he seemed to say,

Children: Chee, Chee, Chee,

Chee, Chee, Chee.

Teacher: "My wife is hatching some eggs today."

Children: Chee, Chee, Chee,

Chee, Chee, Chee.

Teacher: "I'll tell you my secret, if you won't tell;

Four baby birds popped out of the shell."

All: Chee, Chee, Chee,

Chee, Chee, Chee.

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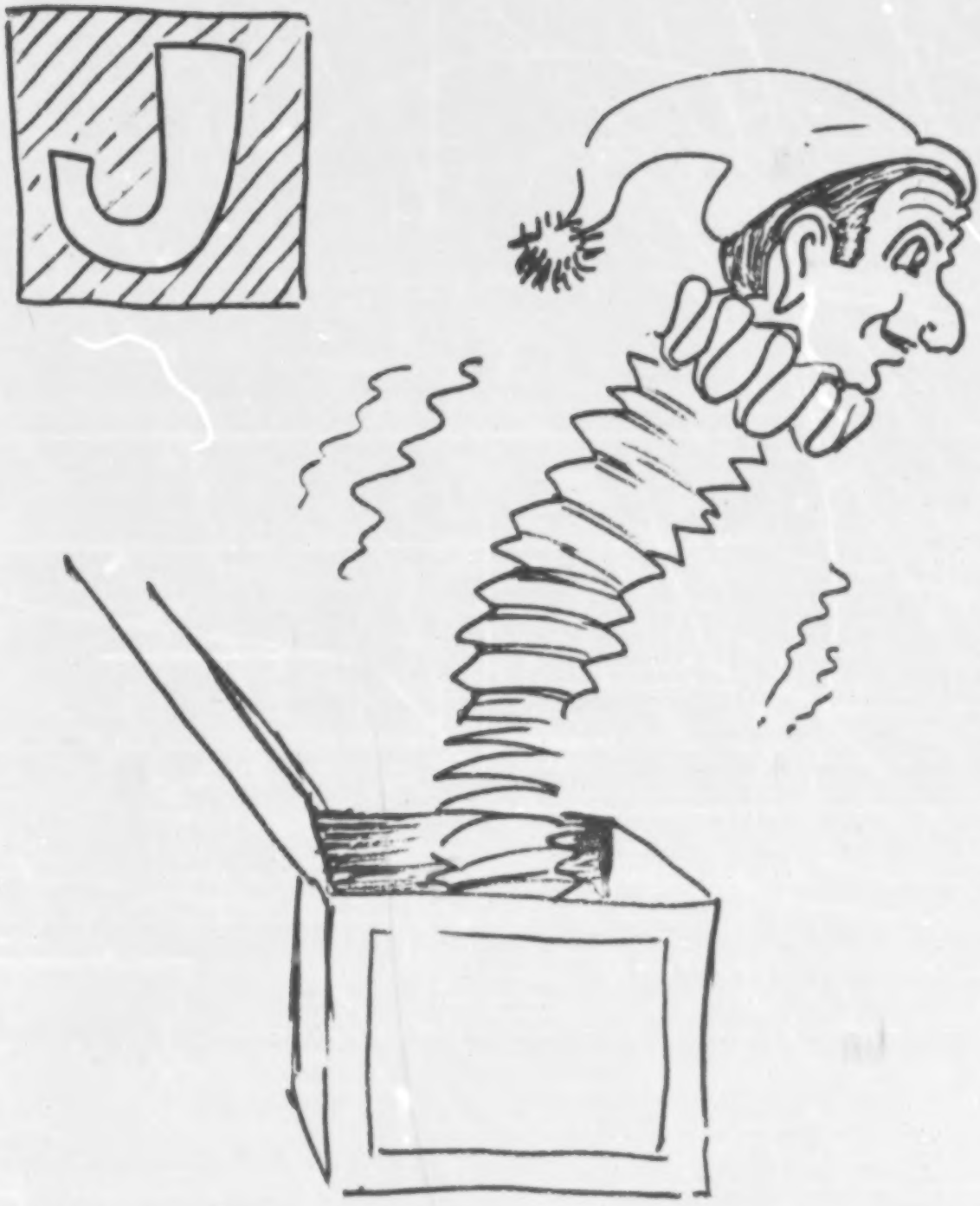
UNIT XIII SUGGESTIONS -- J Sound

1. Use the Jumping Jack to represent the J sound.
2. Use the fingerplay from the activity page for the first lesson. Repeat on other days, as needed.
3. The Jack-in-the-Box Game, the poem, and the matchbook Jumping Jack activity may be supplemented as needed.


J

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J Unit - Activity Page

I. Fingerplay:

Two little black birds (thumbs in air)

Sitting on a hill;

One was named Jack-- (wiggle right thumb)

The other one, Jill. (wiggle left thumb)

Fly away, Jack! (wiggle thumb & move it away)

Fly away, Jill! (wiggle thumb & move it away also)

Come back, Jack! (bring back thumb again)

Come back, Jill! (same) *

II. Jack-in-the-Box Game:

Today we are going to play a little game called "Jack-in-the-Box." Each of you sitting in your chair is a Jack-in-the-box. I shall name some words. If you hear a jumping sound in the word I name, then you may jump up out of your box. But if you jump up when there is no j, you are out of the game. You are also out of the game if you don't jump up when you are supposed to. So, don't watch the one next to you. Use your own listening ears to hear the j. Let's see who the best listeners are!

Suggested J words:		Other words:	
jar	cage	spoon	bed
jeep	soldier	candy	dish
jelly	pajamas	duck	door
jam	banjo	saucer	Indian
jacket	stage	doctor	socks
jump	bridge	dog	doll

*Update this fingerplay by substituting:

astronauts for blackbirds,
the moon for a hill, and
jet for fly.

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J SOUND - Poem and Activity

Use this poem with the Matchbook Jumping Jack:

I have a jolly Jumping Jack,
See how well he jumps!
Up and down he jumps, and bumps,
He just loves to jump!

MATCHBOOK JUMPING JACKS

1. Collect empty matchbooks.
2. Cut strips of Construction paper 10" long and 3/4" wide.
3. Trace and cut circles the size of quarters for jumping jack heads. Draw faces on the heads.
4. Fold one strip of construction paper back and forth like an accordian.
5. Attach the head to one end of the strip, and attach the other end of the strip to the center of the back of the matchbook.
6. Close the matchbook. When you open it, the Jumping Jack pops out!

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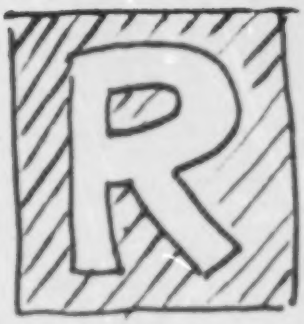
UNIT XIV SUGGESTIONS -- R Sound

1. Use the Rooster to represent the r sound.
2. The Rooster Sock Puppet may be used all through this unit.
3. The r sound riddles may be used the first day, and/or on succeeding days.
4. If this unit is presented near Easter, you might use the Easter bunny on a sack in the same manner that Elmer the Elf was used at Christmas (see Unit 6).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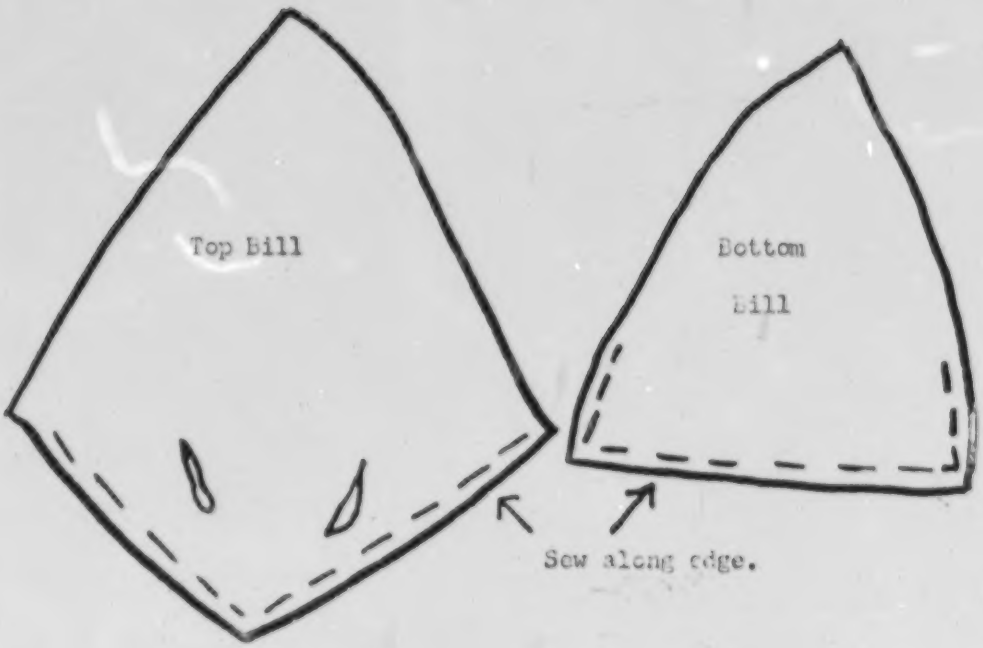
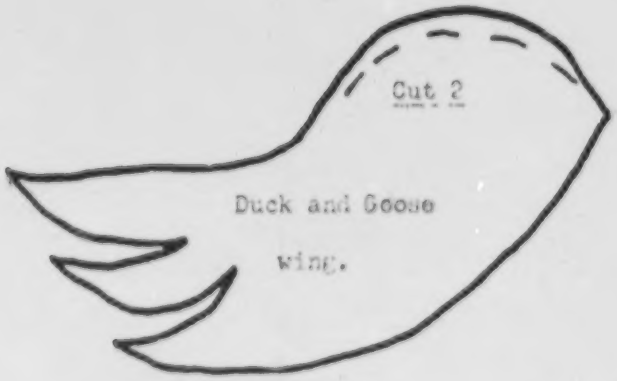
BASIC STOCKING BODY FOR Duck, Goose, and Rooster

Poke the top of the stocking back into your hand to form the mouth. Sew across the fold at each corner of the mouth to hold it in place. (See drawing below)

Use a nylon hose to stuff space at top of head. Use appropriate color socks for the different birds, and also add different beaks, etc. Reinforce felt beak by pasting on cardboard base, slightly smaller than felt. Use buttons, sequins or other scraps for the eyes.


Top Bill
Bottom
Bill
Sew along edge.


Cut 2
Duck and Goose
wing.

Cut 2
Feet for
Duck and Goose.

Sock Puppet - Rooster

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upper bill
lower bill
Attach to top of head just behind bill.
Attach just behind bottom bill.
Tail - Cut as many as desired.
Glue to pipe cleaners for stiffness.
Sew here
wing

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R SOUND -- RIDDLES

This activity may be co-ordinated with an arithmetic lesson or shapes (circles, squares, etc.). You might have the students make up their own riddles as a continuation of this exercise.

After the answer is given, pick up a flannel board object and place it on the flannel board for reinforcement.

Have the students join in on the last part of each riddle (Rah, ray, row, ree, etc.)

1. I am a line whose ends meet. I do not have any sharp corners. I am perfectly round.

   Rah, ray, row, ree; What will the answer be? (Circle)

2. My shape looks something like a piece of pie. I have three sharp corners. You can draw a Christmas tree & have my shape.

   Rah, ray, row, ree; What will the answer be? (Triangle)

3. I have four corners. My sides are all the same length. Draw one side of a block and you have my shape.

   Rah, ray, row, ree; What will the answer be? (Square)

4. I have 4 corners but my sides are not the same length. I'm longer than I am wide. Draw the side of a shoe box and you have my shape.

   Rah, ray, row, ree; What will the answer be? (Rectangle)

5. You can draw an egg and you will have my shape. I start with the Buzzing Bee Sound.

   Rah, ray, row, ree; What will the answer be? (Zero)

6. I am at the end of the line. I am a dot over an "i". You can always find me where two sides of a triangle come together.

   Rah, ray, row, ree; What will the answer be? (a point)

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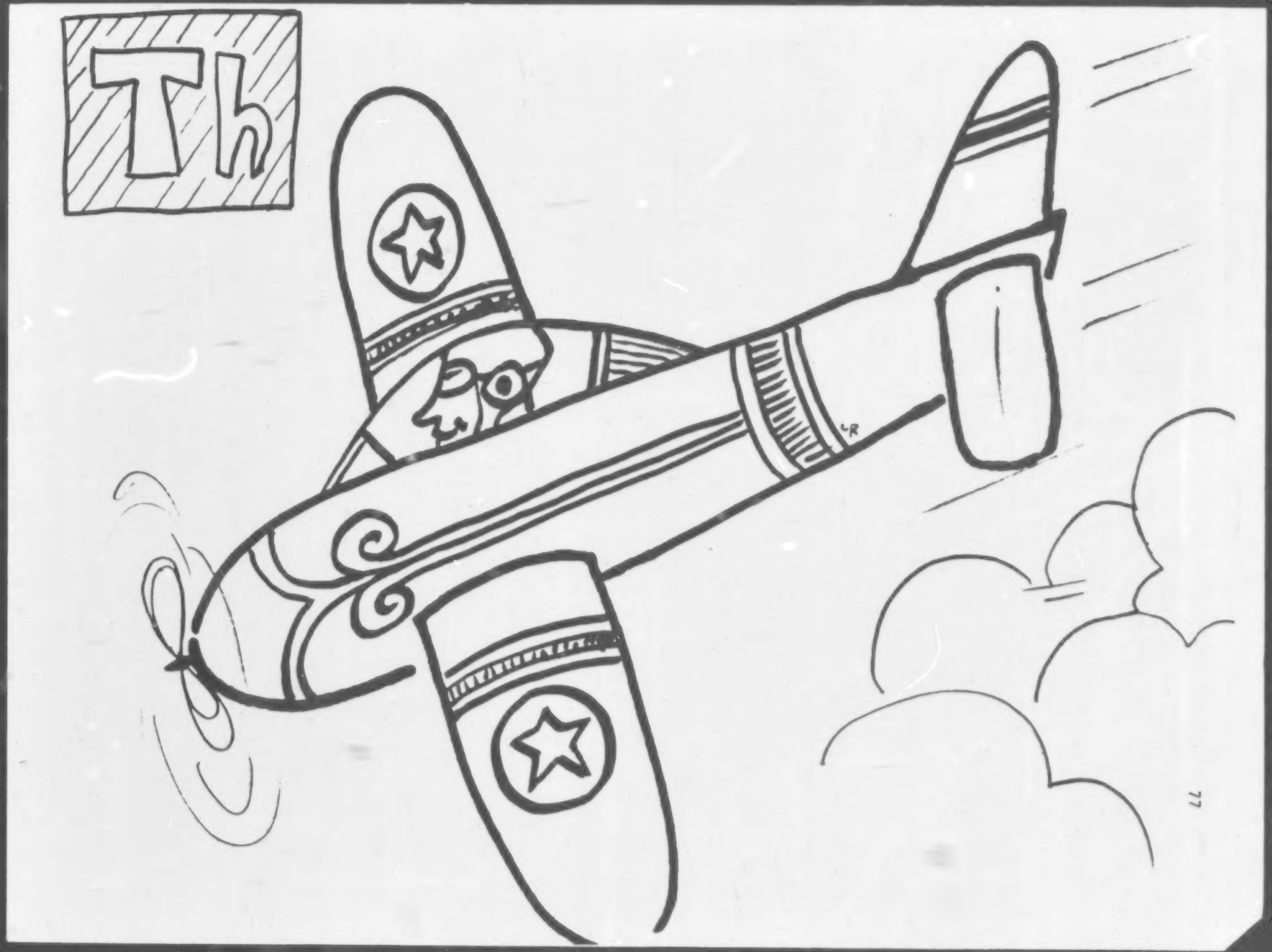
UNIT XV SUGGESTIONS -- Voiced TH Sound

1. Use the airplane to represent the voiced th sound.
2. The poem, the song and the fingerplay may be supplemented as needed throughout this unit.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Voiced TH Activity Page

POEM: This little Pig by Lillian Boland
(Stress the th sound in this all through the poem.
You might discuss manners before you use this poem.

This little pig says, "Good Morning."
This little pig says, "Please."
This little pig says, "Thank you."
This little pig says, "You're welcome".
But this little pig says nothing at all!
Too bad!
Too sad!
To see a little pig, Not very big,
With no manners at all!

* *

SONG: This Old Man English Folk Song.

This old man, he caught one,
He caught one fish all in fun.
Refrain: Nick-Nack, paddy whack, give a dog a bone,
This old man came rolling home.

This old man, he caught two,
He caught two fish for the stew. Refrain.

This old man, he caught three,
He caught three fish just like me. Refrain.

This old man, he caught four,
He caught four fish, then some more. Refrain.

This old man, he caught five,
He caught five fish, sakes alive! Refrain.

This old man, he caught six,
They are really in a fix. Refrain.

This old man, he caught seven,
Wishing that he'd caught eleven. Refrain.

This old man, he caught eight,
Soon he'll serve them on a plate. Refrain.

This old man, he caught nine,
Caught them on his hook and line. Refrain.

This old man, he caught ten,
He went fishing once again. Refrain.

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FIVE AIRPLANES -- FOR THE VOICED TH SOUND

(Fingerplay, and/or Choral reading)

You might have 5 students act as airplanes while the teacher reads the poem. The rest of the class makes the th sound when it occurs. This poem could be used as a flannel board activity, and you might indirectly bring out the concept of subtraction.

Five airplanes flew quite low today,
Thththththth, thththth, thththth.

The sound they made was fun to say,
Thththththth, thththth, thththth.

Soon one was gone, and that left four,
Thththththth, thththth, thththth.

Number four I still heard roar,
Thththththth, thththth, thththth.

Number four was lost in space,
Thththththth, thththth, thththth.

This seemed to me like quite a race,
Thththththth, thththth, thththth.

One more the sun did blot from view,
Thththththth, thththth, thththth.

Now I could see no more than two,
Thththththth, thththth, thththth.

Number two flew in a cloud,
Thththththth, thththth, thththth.

The sound from it was very loud,
Thththththth, thththth, thththth.

Number one was lost from sight,
Thththththth, thththth, thththth.

All left now was bright sunlight,
Thththththth, thththth, thththth.

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UNIT XVI SUGGESTIONS -- Unvoiced TH Sound

1. Use the rabbit, Thumperina, to represent the unvoiced th sound.
2. In the story of Thumperina, substitute thumping her foot instead of thumping her tail.
3. The Thumbs Up game and the Birthday Party game may be supplemented any time after lesson 2.

Th
LR.

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Voiceless TH Activity Page

GAME: Thumbs Up!

The children sit with their thumbs up while the teacher reads a list of words. Some of the words will have the voiceless th in them. As soon as the teacher reads a word without the voiceless th, the children must turn their thumbs down. You may have the children who "miss" stand.

WORD LIST

thumb	nothing	tooth
three	toothpaste	teeth
thimble	toothbrush	mouth
thread	bathtub	bath
throat	birthday	both
think	anything	path
thirty-three	bathroom	Ruth
throw	something	wreath

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REVIEW FOR VOICED & VOICELESS TH SOUNDS

THE BIRTHDAY PARTY GAME

Materials needed:

1. Two pictures mounted on construction paper; one of a boy (Theodore or Keith) and one of a girl (Kathy).
2. One picture for each child in your class of a gift that children like to receive as presents (pets, toys, games, watches, etc.). Back the pictures with stiff paper.

Instructions:

The students take turns drawing gifts from a box or sack. A boy's gift is placed beside Theodore's picture, and a girl's gift is placed beside Kathy's picture. Have the students say, "I will give this ___(object)_____ to ___(name)___. Happy Birthday!"

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SUPPLEMENTARY MATERIALS

Books and Activity Kits:

Supplementary to The Child Speaks by Dr. Margaret Byrne, 1965, Her Speech Improvement Program For Kindergarten and First Grade is published by Harper & Row Publishers, Inc., Keystone Industrial Park, Scranton, Pa. 18512, $5.61, with school discount.

Abney, Louise, and Rowe, Grace, Choral Speaking Arrangements For The Lower Grades, Expression Co., P.O. Box 11, Magnolia, Mass. 01930. For Kindergarten and Grades 1, 2, and 3.

Arnold, Genevieve, "Sound Ladder Game," Expression Co., 1964, $2.25. Picture cards for non-readers drill 23 consonant sounds. Sound Ladders are constructed to give practice in using a sound in initial, medial, and final positions in words.

Barrows, Sarah, and Hall, Katherine, Jack-In-The-Box, Expression Co., 24 pages-$.90. The most difficult sounds are illustrated through verses and pictures created by children.

Bereiter, Carl, and Englemann, Siegfried, Language Learning Activities for the Disadvantaged Child, Anti-Defamation League of B'Nai B'Rith, Florida Regional Office, 907 Seybold Bldg., Miami, Fla. 33132. 34 pages-$.60. Add $.25 mailing charges if an order is under $3.00.

Fitzsimons, Ruth and Murphy, Albert, "Hide and Seek" Activities Kit, Expression Co., $6.00. Guess What (workbook) $1.00. Ten illustrations 12" X 17" cover 11 practice consonants with 120 little pictures and riddles to be found in ear training activities. The workbook presents 120 additional riddles and pictures. Pl reading vocabulary.

Frost, Marie, Whispering Sounds, A Listening Book, 1967. David C. Cook Publishing Co., Elgin, Illinois 60120, $.50.

Houston, Celestine, Learning to Listen, T.S. Denison & Co., Inc., Minneapolis, Minnesota, 1960. Lesson plans for auditory training and discrimination, and speech improvement.

Imperial Production, Inc., "Learning the Alphabet and Its Sounds With Amos and his friends, "Kankakee, Illinois, 1965. Kit includes tape; manual with songs, poems, suggested films, etc.; separate colorful pictures with each sound; and spirit duplicator masters designed as a follow-up activity for each sound.

Jones, Ruth E., For Speech Sake, Fearon Publishers, 2165 Park Boulevard Palo Alto, California 94306. 71 pages-$1.75.

Keppie, Elizabeth and Wedberg, Conrad - Kesler, Miriam, Speech Improvement Through Choral Speaking. A textbook for teachers of primary grades including prepared materials for practice. Expression Co., $3.50.

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McClung, Betty and others, Something to Say All Through the Day, 1968, Interstate Printers and Publishers, Inc., Danville, Illinois 61832. $6.95, less discount. Speech improvement units: personality growth, voice control, health, social studies, math, reading readiness, science, seasonal, etc.

Mellencamp, Virginia, Play and Say It, Expression Co., 1962. 138 pages, $4.00. A manual for helping the child to learn how to make and use correct speech sounds.

Memoy, Elizabeth, Speech Correction Through Story-Telling Units, Expression Co., 1954. $2.00. The sound stories cover 24 consonants.

Peabody Language Development Kits, 1968, American Guidance Service, Inc., 720 Washington Avenue, S.E., Minneapolis, Minnesota 55414. Levels: P(1967) I(1967), II(1966), III(1968).

Scott, Louise and Thompson, J.J., Talking Time, revised edition, Webster Publishing Division, McGraw-Hill, St. Louis, Missouri, 1966, $3.60.

Silverstand, Beth H., Pre-reading materials, Educators Publishing Service Inc., Cambridge, Massachusetts 02138. $9.00 includes 8½ X 11" pictures and manual.

Sound Materials, "The Alphabet of Sound Pictures and Word Lists", Sound Materials, Box 403, Knoxville, Tenn. Kit with word lists and small pictures for games.

Summers, Sandra, Bell Sounds, A Listening Book, 1967 David C. Cook Publishing Co., $.50.

Williams, Celtna M., Paper-Bag Puppets, Fearon Publishers. Patterns for farm, zoo, holiday, and storybook puppets. 63 pages-$1.50. More Paper-Bag Puppets has patterns for community helpers, seasons, and four more stories. 64 pages-$1.50.

Zedler, Empress Young, Listening for Speech Sounds, 1955, Harper & Row Publishers, Inc. 49 East 33rd Street, New York, N.Y. 10016, $3.50. The everyday experiences of Tommy and his family are used to introduce consonant and vowel sounds.

Film - Strips or Records:

Jam Handy School Service, Inc. Audio-visual Instructional Materials P-12. See catalogue.

Stanley Bowmar Co., Inc., 1 Broadway, Valhalla, N.Y. 10595. "Film strips - Transparencies", and "Records - Tapes", company catalogues.

Bowmar Records, Inc., 622 Rodier Drive, Glendale, Calif. 91201. Singing Sounds Album 1 (a b c's, b through z). $5.95. Manual - $2.50. Album 2 ch, sh, th, wh, vowels $5.95. Manual-$2.50.

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Webster Division, McGraw Hill Publishing Company, 1808 Washington Avenue, St. Louis, Missouri. Film Strip, Our Talking Helpers by Louise Binder Scott, 1955, $6.00 each or 2 sets of 8 film strips at $42.00 per set.

Records, Singing Fun; More Singing Fun by Lucille Wood and Louise Binder Scott.

Scott-Foresman Company, 1955, Montreal Road, Tucker, Georgia 30084. Sounds Around Us. RCA, 78 rpm, Album, 3 records. (a) The House, (b) The Farm, (c) The Town.

Children's Music Center, 5373 West Pico Blvd., Los Angeles, California. Records; Muffin in the City; Muffin in the Country.

Picture Cards:

Scott-Foresman and Company, Speech Improvement Cards, revised by Bryngelson-Glasney. Colorful small cards.

Word Making Productions, P.O.Box 305, Salt Lake City, Utah 84110, Word Making Cards, $6.00 or, in color, $17.00.

Phonics:

Modern Cirriculum Press, a subsidiary of Rearlon, Baer and Company, 13900 Prospect Road, Cleveland, Ohio 44136, Phonics Workbook, Book A, (grade 1) Item Number 1756, with discount $1.17. Answer Key, Book A, #1456, $.15. Contains much drill material on discrimination of vowels and consonant sounds in three positions in words.

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